DOCUMENT RESUME

ED 077 548 LI 004 375

TITLE	National Commission on Libraries and Information Science Public Hearing; Atlanta Regional Hearing (March 7, 1973): Oral Testimony.
INSTITUTION	National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE	7 Mar 73
NOTE	356p.; (0 References)
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Information Needs; Information Services; *Information Systems; *Libraries; Library Services; *Use Studies
IDENTIFIERS	*National Commission on Libraries and Information; NCLIS; Public Hearings; Testimony

ABSTRACT

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of national hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the oral testimony presented at the Atlanta Regional Hearing. The written testimony of the witnesses is LI004376 and other testimony is LI004377. (The Chicago Regional Hearing is available as ED068143 through 068145 and the San Francisco Regional Hearing is available as LI004372 through 004374). (NH)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

PUBLIC HEARING;

Atlanta Regional Hearing:

Oral Testimony

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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U. S. Courtroom 318,

Old Post Office Building,

Atlanta, Georgia

Wednesday, March 7, 1973

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LI 004 375

NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

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PUBLIC HEARING

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U. S. Courtroom 318,
Old Post Office Building,
Atlanta, Georgia
Wednesday, March 7, 1973

The meeting was convened at 8:09 o'clock, a.m., Dr. Frederick H. Burkhardt, Chairman, presiding.

PRESENT:

COMMISSION MEMBERS:

JOSEPH BECKER

FREDERICK H. BURKHARDT
(Chairman)

LESLIE W. DUNLAP

LOUIS A. LERNER

JOHN LORENZ
(for L. QUINCY MUMFORD)

CATHERINE D. SCOTT

BESSIE BOEHM MOORE

JOHN E. VELDE, JR.

STAFF:

CHARLES H. STEVENS,
Executive Director

PRESENT: (Continued)

STAFF: (Continued)

RODERICK G. SWARTZ,
Deputy Director

MARY ALICE HEDGE RESZETAR,
Associate Deputy Director

WITNESSES:

PORTER KELLAM,
Director,
University of Georgia Libraries,
Athens, Georgia

E. G. ROBERTS,
Director of Libraries,
Georgia Institute of Technology,
Atlanta, Georgia

RUTH ATWOOD,
Director,
Information Referral Center,
University of Louisville Library,
Louisville, Kentucky

JAMES F. JONES,
Assistant Director,
Technical Processes,
Florida State University,
Tallahassee, Florida

DONALD SAGER,
Director,
Mobile Public Library,
Mobile, Alabama

MARGARET WILLIS,
State Librarian,
Kentucky Department of Libraries,
Frankfort, Kentucky

JANET SMITH,
Director,
Highland Rim Regional Library,
Murfreesboro, Tennessee

WITNESSES: (Continued)

SAM DOUGLAS,
(for ENID M. BAA,
Director of Libraries & Museums,
Government of the Virgin Islands of the U.S.,
Department of Conservation & Cultural Affairs

EMILY PAYNE,
Director,
Tri-County Regional Library,
Rome, Georgia

O. M. WELLSLAGER, JR.,
Administrator,
Area Development,
Department of Commerce,
Tallahassee, Florida

EDWARD W. RANSDELL,
Field Engineering Supervisor,
Mississippi Authority for Educational Television,
Jackson, Mississippi

CHARLES MASON

ANN WOODWARD

CARLTON ROCHELL

GERALD JAHODA

JAMES NELSON

SHIRLEY BROTHER

JANICE DODD

GARY PURCELL

CARROLL CALHOUN

DOROTHY TRACY

MARGARET ELDER,
Consultant,
Mississippi Library Commission

WITNESSES: (Continued)

Jackson, Mississippi

WILLIAM CLONTZ,
Inmate,
Montgomery County Correctional Institution,
Mt. Vernon, Georgia

JAMES B. NELSON,
Director,
Cabell County Public Library,
Huntington, West Virginia

ANNE STOTTLEMYER,
(for LOUISE GERRARD,
Executive Director,
West Virginia Commission on Aging,
Charleston, West Virginia)

RUTH COLLINS

ELOISE GROOVER,
Administrator,
Department of Education,
Educational Media,
Tallahassee, Florida

MARY LOUISE CREECH,
Student,
East Carolina University,
Greenville, North Carolina

CASPER JORDAN,
Assistant Professor for Library Service,
Atlanta University,
Atlanta, Georgia

ANNETTE PHINAZEE,
North Carolina Central University,
Durham, North Carolina

HSIU-YUN KENG,
Librarian,
Whitten Village,
Clinton, South Carolina

VINTON SMITH,
Director,

WITNESSES: (Continued)

Education and Training Services,
Whitten Village,
Clinton, South Carolina

PHILIP OGILVIE,
Administrator,
North Carolina State Library,
Raleigh, North Carolina

EDWARD SINTZ,
Director,
Miami-Dade Public Library System,
Miami, Florida

LAURA EBAUGH,
Greenville, South Carolina

ELIZABETH BEAMGUARD,
Director,
Alabama Public Library Service,

BEVERLY RAWLES

MILDRED MASON,
Corporate Librarian,
Reynolds Metal Company,
Richmond, Virginia

PROCEEDINGS

THE CHAIRMAN: Good morning, ladies and gentlemen. I want to welcome you all to the third regional meeting of the National Commission on Libraries and Information Science. As some of you know, we have had one meeting in Chicago, one in San Francisco, and this one is the third, and is designed to hear testimony from the Southeastern States.

I want to thank you for being here at this early hour, getting here, and I also want to tell you that in spite of these magesterial surroundings, the sessions are very informal.

You will find that the members of the Commission have read the testimony that has been sent to us in advance and will spend most of their time asking those who are testifying questions that their written testimony has produced. Some of our Commission members, unfortunately, could not be with us, but we have a good majority of them here and we are going to be going into regular meetings of the Commission tomorrow and Friday.

I believe we start our session with Mr. Porter Kellam, who is Director of the University of Georgia Libraries. Is Mr. Kellam here? Mr. Kellam, will you take the seat there with the microphone and give it a tap to see if it is alive? It is.

Whereupon

PORTER KELLAM

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: All right, now, Mr. Kellam, if I understand correctly, you are going to be testifying on the material that was sent to us by Miss Atwood, is that correct?

MR. KELLAM: Miss Anders, I believe, was it not?

THE CHAIRMAN: Oh, I am sorry, Miss Anders, right, on the regional plans for the development of libraries, by Mary Edna Anders?

MR. KELLAM: Yes.

THE CHAIRMAN: So would you like to begin with a brief statement?

MR. KELLAM: Yes, sir.

THE CHAIRMAN: All right.

MR. KELLAM: According to Mary Edna Anders, my assignment is to make a brief statement regarding the Southeastern States Cooperative Library Survey, 1972-74, and then make myself available for questions by the Commission members and staff. Dr. Mary Edna Anders, the very able Director of the Survey, should be testifying rather than I, but she is recuperating from an operation and couldn't be here. However, she is here in a sense, for I, in my testimony, am drawing heavily on materials prepared by her.

The present survey, the 1972-74 Survey, had its origin in the thinking of librarians and other educators several years ago. As early as 1968 a meeting of librarians and other interested people met at the invitation of T. V. A. to consider a plan of action. The Library Development Committee of the Southeastern Library Association, at its workshop in March, 1969, recommended "that a project be initiated to update the Wilson-Rothrock study in order to ascertain the present status of library service in the southeastern states and to formulate a program designed to assure the maximum development of the future". In 1969, the Tennessee group met again, inviting additional people to attend. After due deliberation, this group also reached the decision that there was a definite need for the earlier survey to be updated.

The matter rested at this stage until the S. E. L. A. Workshop of two years ago, in March, 1971. The Library Development Committee again urged that the Survey which it had recommended two years before be implemented and that a Committee be appointed to plan for it. The Committee was appointed on March 15, 1971, and had its first meeting on June 4, 1971, and there has been continuous action ever since.

The 1972-74 Survey owes much to the earlier survey conducted in 1946-47 under the auspices of the Southeastern Library Association and the Tennessee Valley Authority, with the latter bearing its expenses. The earlier survey was a pioneer of its kind, a pioneer effort of its kind. It provided fairly detailed and comparable information on the nature, extent, and adequacy (perhaps, I should say inadequacy) of library resources in the region and recommended measures for improvement of libraries in the Southeast. Despite the fact that a better body of library statistics is now available than was formerly the case, a few years ago (as I have indicated) librarians began to express the need for another survey of library resources to assemble data portraying the current status of libraries, and to examine the directions that library growth and information needs of the last twenty-five years have taken and are taking in this region.

Although seven specific objectives were set for this current survey, they are encompassed in the broad objective of ascertaining what has been accomplished since 1947 and just where we stand now and in establishing a base for future library development both on the state and regional levels.

The earlier survey had the greatest impact on the state level. We hope that this will have impact on both the state and regional level.

Quesionnaires have been developed to collect data on all aspects of library service in the Southeast. These questionnaires are based on the areas investigated in the earlier survey, with one addition -- they have been designed to collect data on:

First, geographical coverage, covering the nine Southeastern States.

Financial support of libraries.

The material resources available.

Personnel, operating these libraries.

Physical facilities.

The types of service rendered.

The number and types of people served.

And the eighth is the management.

Number eight was added to cover the position of the library within the agency or institution it serves and to elicit the information as to whom the librarian reports.

The questionnaires of 1972-74 cover all kinds of libraries and, of course, will collect data on many aspects of librarianship which were not in existence or which had not been developed to any appreciable extent twenty-seven years ago -- for example, school library supervisors, library technician training programs, centralized processing centers, consortia, automation, and so on. We expect this Survey to join its predecessor as a landmark in both the history of library cooperation and in the development of library service. This time we hope that the findings will lead -- as I said a while ago -- to cooperation among states as well as within the individual states.

You may be interested in knowing how the survey is being financed. We wished to finance it within the region and then go outside for support to effectuate any programs and projects which might grow out of the Survey. We decided to ask each state library agency in each of the nine states to to contribute five thousand dollars for each of the two years and each state library association to contribute five hundred dollars for each year. This would amount to $99,000 which, with the aid from T. V. A. would adequately fund the Survey. Using L. S. C. A. funds, all the state agencies paid the amount requested and all the state associations, save one, paid their thousand dollars each. The other one has contributed five hundred dollars. T. V. A. is providing personnel to handle computer programming, the processing of the edited returns, and will pay for printing the final report.

Therefore, this is, we feel, truly a cooperative regional project -- supported by state library agencies, state library associations, the Tennessee Valley Authority, and many, many individual librarians who are contributing their knowledge and time in serving on Committees and in filling out the questionnaires and in other ways.

Now this is the end of my formal statement, and I will be glad to try to answer any questions.

THE CHAIRMAN: Thank you, Mr. Kellam. We look forward to this report.

When do you expect it to be finished and available?

MR. KELLAM: We have set it up on a two-year basis. It is supposed to be completed -- well, we started it in June of last year. It is supposed to be completed in 1974, sometime around mid-year.

THE CHAIRMAN: Right. Now you said that part of the funding came from L. S. C. A. funds. If the funds were terminated, will the report be affected in any way?

MR. KELLAM: Well, the state agency has already paid when they took it out last year.

THE CHAIRMAN: So it is all there?

MR. KELLAM: Yes, well, most of it.

THE CHAIRMAN: Right.

MR. KELLAM: One or two haven't paid the five thousand.

THE CHAIRMAN: This is Mr. Lerner of the Commission.

MR. LERNER: I wanted to ask a negative question. How will the existence of the survey lead to additional cooperation?

MR. KELLAM: Well, nobody knows. Nobody can answer that question just yet. But we are hoping that there will be answers to it coming out of the survey.

THE CHAIRMAN: Now each State, I believe, has already a State plan, isn't that correct?

MR. KELLAM: Well, the way we have gone about this -- maybe I should tell you a little bit about the organization?

THE CHAIRMAN: Go ahead.

MR. KELLAM: And how the Survey is being affected.

We set up an Advisory Committee representing the Southeastern Library Association, representing each type of library -- or the major types at least. And they are working with the Director in the overall direction of the program. And that Committee has met three times.

Now that is on the regional level.

And then for each State there has been a Committee appointed within the State, and this Committee was appointed by the Director of the State Library Agency and the President of the State Library Association. And the size was left up to the State, and they vary from -- one State has eight, the lowest number, and the highest number is twenty-two; they vary from eight to twenty-two members. And the membership on these state surveys -- I mean, these Committees -- has the state school library supervisor, the president of the association, the state library agency head, and then the others from the various libraries, other types of libraries.

Our survey director has had a one-day meeting with each of the Committees in all of the States, and I think that most of them have held additional meetings within the State. And their responsibilities -- these State Advisory Committees -- are to prepare a mailing list, to add anything to the questionnaires. They want to collect data that is not included originally in it, data for the State's own use, and then preparation for using the survey findings and they are giving publicity to the survey in the States.

THE CHAIRMAN: Right. Miss Catherine Scott.

MISS SCOTT: Yes. Has there been any cooperation or coordination with the Federal Government Center for Education Statistics in the Library Statistics Branch?

THE CHAIRMAN: Excuse me, can you all hear these questions? Because without the mike, Kitty, I think you have to throw the voice.

MISS SCOTT: All right.

MR. KELLAM: Dr. Anders has been in touch with Mr. Schick.

MISS SCOTT: I see. So there is some cooperation there?

MR. KELLAM: Yes, and communication.

THE CHAIRMAN: Yes, Mr. John Lorenz.

MR. LORENZ: Then you expect that the survey will not be just a status survey, but it will include recommendations for follow-up action?

MR. KELLAM: Well, that is our intention, John.

MR. LORENZ: Right.

MR. KELLAM: We started out feeling that just a status survey wouldn't amount to much, if we didn't have some planning to carry on based on that.

MR. LORENZ: Right.

MR. KELLAM: And that is what we are hoping.

MR. LORENZ: Yes.

THE CHAIRMAN: Mr. Dunlap. Leslie Dunlap.

DEAN DUNLAP: Porter, the whole concept seems to me to be admirable.

Miss Anders' statement though remarked that the '46 - '47 report had its influence chiefly within the States, and in your own introductory remarks you stated that you hoped that the new survey would have some regional impact. How do you expect the new survey will achieve what the earlier one didn't?

MR. KELLAM: Well, I believe that is the same question as the gentleman there, just about the same.

I believe there is a big difference now in the attitude of the various states toward cooperation.

DEAN DUNLAP: Won't it take legislation to really achieve something in the State?

MR. KELLAM: Well, we have -- I don't know just how many states now have those interstate compact laws and we are working to get all of them here in the Southeast.

DEAN DUNLAP: I see.

MR. KELLAM: I think five have it. I am not sure what the status is of the legislatures meeting now, but that is one thing that we have been trying to get done, to get these laws passed so we can have interstate compacts, and I think it is all a matter of time. I think this survey will probably promote that idea.

DEAN DUNLAP: I see.

THE CHAIRMAN: Mr. Velde.

MR. VELDE: Mr. Kellam, I think it would be very fine if you could get a set of the questionnaires to the Commission. We need to know what type of questions were asked.

MR. KELLAM: All right, we can certainly do that. I will have Miss Anders send you a set.

THE CHAIRMAN: I am sorry --

MR. KELLAM: Do you want individual members or just to Mr. Stevens?

THE CHAIRMAN: Send it just to the Executive Office.

MR. KELLAM: The questionnaires are not all quite developed yet. Fourteen have been and two more will be, so it will be a little while before we get a full set to you, Chuck.

MR. STEVENS: Porter, thank you.

The survey seems to concentrate almost totally on libraries, at least, as I understand it. The Southeast has a good many information centers and data centers. I wonder if there is any intention to broaden the survey to types of information centers that are not libraries?

MR. KELLAM: I think so. I was looking here to see if one of the questionnaires related to that. I don't see it, but we have talked about that in the Committee. They will not be ignored.

MR. STEVENS: Thank you.

THE CHAIRMAN: Are there any other questions from the Commission members?

Well, if not, then thank you, Mr. Kellam.

MR. KELLAM: Thank you.

THE CHAIRMAN: I will call now on E. G. Roberts, the Director of Libraries in the Georgia Institute of Technology.

Whereupon

E. G. ROBERTS

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Now Mr. Roberts, would you like to preface your testimony by a brief statement?

MR. ROBERTS: I really have no written statement. I will simply say that I am here really on behalf of two groups:

One formally -- this is the Academic Committee on Libraries of the University System of Georgia.

And informally I am speaking for the Association of Southeastern Research Libraries, which has made a rather strenuous effort in the past two years to begin the development of a cooperative computer library center based on the

Ohio College Library Center, and this is moving rather rapidly. And I am speaking here, first, as a proponent of a national library network, composed of regional centers, which seems to be the way that things are moving now anyway.

Under the auspices of the Association of Southeastern Research Libraries, an intensive study, a feasibility study, has been made of the problem during the past year. It was conducted by John P. Kennedy of the Georgia Tech library staff, so I have been intimately associated with the entire study, and it is culminating actually in a meeting, an organizational meeting, on Friday, this Friday, in Columbia, South Carolina, in which the legal body will be set up actually to handle and operate the center.

There are eighty-one institutions which have committed funds to this operation right now, and so it is up and running. And this -- I am speaking again that this sort of activity, in connection with what is happening at N. E. L. I. N. E. T. and F. O. W. L., with E. D. U. C. O. M. and the Texas group right now, and all of these things seem to be moving rather rapidly toward some sort of confirmation of this idea. I think this is probably it.

THE CHAIRMAN: Joe. Mr. Becker is our network expert.

MR. ROBERTS: Well, let me offer that I am not a computer expert. I don't profess expertise in this area at all.

MR. BECKER: You can answer all my questions!

(Laughter.)

MR. ROBERTS: Well, I hope to.

MR. BECKER: Mr. Roberts, we have been exposed --

THE CHAIRMAN: Could you speak a little up?

MR. BECKER: At our previous hearings we have been exposed to similar plans and the question has come up, what is the appropriate investment role on the part of the federal government, versus the state, versus the individual institutions, in the development of such regional computer processing activities.

Have you any suggestions in that area?

MR. ROBERTS: Well, I am very ambivalent about this. I really think that it would be -- well, I would urge whatever pressures and so forth that can be exerted nationally, I really think that it is much better in the long run to have these centers financed by the cooperating institutions if possible -- and this is what I would like, within this particular group, because we are developing some of this, is to have where possible the state systems of higher education -- we are basically dealing right now with academic institutions although actually within this group there are three, within this eighty-one there are three state libraries, there is one public library. In other words, it was open to anyone who wished to participate or contribute at this time.

I would like to see state boards of higher education, as in this state, actively support this as a state, part of the state system. The State of Florida is thinking very heavily in this way.

I have been trying to persuade the State of Georgia to go in this direction, and there is some real merit in this. I think it would be much stronger. I think financing then would be built into your annual-biennial appropriation as part of your higher education effort and this would be what I consider the seed money to get it started, and with some continuing support.

But I would hope that it could be on a pay-as-you-go basis with the participants paying actually for services. I think this is the way almost it has to go.

THE CHAIRMAN: Mr. Roberts, are you going to hook right in with the O. C. L. C. system?

MR. ROBERTS: Well, there is this option.

Now we are planning really about an eighteen-month period before we could become operational. That is on the basis of the same level that O. C. L. C. is at present, but there is the option, and this would be a contractual arrangement, where this group might contract for certain of the institutions who were in the position to move right ahead into the O. C. L. C. operation.

This is a possibility, yes, sir. But I am not, I can't speak for any -- it would be an individual institution decision, I believe.

THE CHAIRMAN: All right, John.

MR. LORENZ: Will the center, do you think, be built on an existing center of competence and machinery, you might say? Or will it be a new center?

MR. ROBERTS: Well, it would be a replication basically. This is the concept of O. C. L. C., using the same hardware and the same software -- basically what N. E. L. I. N. E. T. has.

MR. LORENZ: Would it be located in an existing institution?

MR. ROBERTS: This decision, all of these decisions really, or the beginning of these decisions, will be made on Friday.

MR. LORENZ: I see.

MR. ROBERTS: I can't answer that. I would not pretend to try to answer these.

MR. LORENZ: Right.

MR. ROBERTS: Actually the main point of this meeting is really the organization.

Now we will, in all probability -- and this, I can't predict what a group of eighty or ninety people will do.

MR. LORENZ: Right.

MR. ROBERTS: But the proposed document builds this within the framework of the Southern Regional Education Board, which is, of course, very similar to the New England Board.

MR. LORENZ: Right.

MR. ROBERTS: And this gives strength and the same thing provides the secretarial service, and the opportunity for development without having to really cast all of your funds into really just secretarial services initially.

THE CHAIRMAN: Yes. Mr. Lerner.

MR. ROBERTS: Yes, sir?

MR. LERNER: I am impressed with the relatively low cost of the microfiche, catalogue and delivery system.

MR. ROBERTS: Yes, sir.

MR. LERNER: Now have you looked at financing that on a wider level, and will the costs stay proportionately low?

MR. ROBERTS: Now you are speaking solely within the Georgia Tech system?

MR. LERNER: Well, let us say, to expand it beyond that, this is my real question, beyond that.

MR. ROBERTS: Well, we have been amazed at the cheapness of it, yes, at the economy of it.

I think it has tremendous potential, and I think that these costs probably would not increase -- that is, the unit costs would not increase particularly. We were forced into this.

We were turned down by the Office of Education and then by the Council on Library Resources on this scheme, and so we went ahead and did it ourselves, and so we had to do it probably a little more carefully than we might have otherwise. But our unit costs are extraordinarily low.

MR. LERNER: Yes.

MR. ROBERTS: And I think we have come up with a system which has wide adaptability.

Yes, sir, it is a using -- it is a very simple system for the user. It is almost, well, for example, we have had in the order of, oh, 500,000 microfiche out on campus. In the nine months or the ten months that we have been running, we have had one lost fiche. This was one of our main concerns; it was found eventually.

But whether this is a peculiar group or not, we have maintained the filing character. This is to me another thing that speaks very highly for this system. I think the cost will remain relatively low.

MR. LERNER: Thank you.

THE CHAIRMAN: Mr. Dunlap.

DEAN DUNLAP: Would you spell out what you mean by a delivery system for sixteen thousand dollars because I too was struck by the cost and I begin to think about a truck and a driver?

MR. ROBERTS: Well, we are using an institutional truck in conjunction with the Post Office so that our costs there are absorbed institutionally, and I think our costs really do not include a certain amount of overhead. They do not include, for instance, our professional staff time that is involved. These are in conjunction with their normal activities.

MR. LERNER: You mean you are eating those costs anyway?

MR. ROBERTS: Right. The costs that I am talking about really are those which went into the production of the catalog and the continuing updates; the equipment, now we struck a real bargain on the equipment, there is no question there. That could have been tripled very easily, but we were very fortunate there.

And the actual pay of the student assistants for making delivery -- so we have had some breaks here, as far as we did not go out and purchase a truck. We are using a vehicle in existence which is serviced and so forth, gassed, et cetera, by the institution.

THE CHAIRMAN: John, did you have a question?

MR. LORENZ: In your turndown by the Council on Library Resources, do you happen to know whether this was because they felt they had already supported the Ohio College Library Center?

MR. ROBERTS: Now I am talking only about the microfiche catalog aspects.

MR. LORENZ: Oh, I thought you were talking about the whole system.

MR. ROBERTS: Oh, no, this was simply the microfiche.

MR. LORENZ: Oh, very good.

THE CHAIRMAN: Joe.

MR. BECKER: Yes, the scale and duration of a participant's commitments to the O. C. L. C. type network --

MR. ROBERTS: Right.

MR. BECKER: What does that consist of?

MR. ROBERTS: Well, in this first year the institutions which -- the eighty-one who finally committed themselves were asked to commit either $1,000 or one per cent of the 19 -- I believe it is '70 - 71, but it could be '71 - 72 book budget. So in some cases it is asked for a commitment of approximately $14,000 and then it scales down to $1,000. And of course, future costs are to be decided really by the group which is the organized group and its Executive Committee and so forth.

THE CHAIRMAN: Mr. Stevens.

MR. ROBERTS: Yes, sir?

MR. STEVENS: I have some concern about cooperative programs relying on O. C. L. C., and I hope by my questions I get you to reinforce the desirability, and I don't, on the other hand, indicate that I am negative toward these things.

The O. C. L. C. system so far, as I understand it, produces catalog cards to be filed by libraries, and the system that you have been working on, as I understand it, is a microfiche catalog for distribution on the campus.

Do you feel that in the cooperative system of these eighty-one schools that will meet Friday, that they will draw kind of an end line with systems that deliver cards to be filed or microfilm catalogs? Or are they willing, at this point, to reach forward toward on-line access to a computer file of first, look up information, bibliographic information, and second, delivery of text?

MR. ROBERTS: Well, I think we are talking about two things here:

We are talking about, first of all, a center which provides the bibliographic information for a wide number of uses, and the catalog would be useful for the production of catalog cards and be used as a union catalog. It could be used in a great many ways, and, of course, the on-line system with terminals at various institutions connected with the center, wherever it is, as O. C. L. C. operates.

I hope that the microfiche catalog doesn't confuse things. This is simply our way of trying to extend user services with a dispersed access, with a cheap dispersing of access and separately a delivery system. And it is open to anybody who wants to use it. We will simply have to develop our own tapes, the material that we pull from O. C. L. C., and merge it in with what we have right now.

We will have a separate file, in other words, from which our own microfiche program will operate. It will have basically nothing to do with the center per se, but any institution that would want to do this sort of thing -- well, they could have a C. R. T. access; it wouldn't make any difference, if they wanted to do this. We simply tried to do something within the limitations of our finances. Does that answer what you had?

MR. STEVENS: Yes, to a certain extent. There is no point in my commenting. Thank you. I want to hear from you.

THE CHAIRMAN: Well, I thought what you were asking, Chuck, was whether or not the O. C. L. C. replication is going to be just union catalogue cards?

MR. ROBERTS: Oh, no.

THE CHAIRMAN: Or are they going to do more than O. C. L. C. has been doing?

MR. ROBERTS: If this was your question, I think it would move whatever this center does, I would hope that each of these developing regional centers would share whatever they are doing, and so this is where the national network concept comes in.

THE CHAIRMAN: Right.

MR. ROBERTS: That each, that you share in all types of resources -- the bibliographic as well as the human resources in these development costs, the storage costs, all of these things it seems to me can tie in very naturally and I think it would be a vast cooperative system, yes, sir. Does that answer it?

MR. STEVENS: Yes, sir.

How can we keep in touch with what happens Friday? Can we establish some liaison that is solid and on-going with that cooperative?

MR. ROBERTS: I see no reason why not. I am not at the moment an official of the group, but I will certainly -- I think it can be accomplished, there is no question. It is in our own interests so I think that we will act in that way.

THE CHAIRMAN: Is your funding now entirely from the subscriptions of the eighty-one institutions?

MR. ROBERTS: Yes, completely.

THE CHAIRMAN: Do you intend to finance it entirely that way?

MR. ROBERTS: The study was done partly from a grant that was held at Tulane, and then by contribution from four or five other institutions. And in our case we simply turned a person loose to do the study for a long period.

THE CHAIRMAN: John.

MR. LORENZ: I take it from what you say that O. C. L. C. has been completely cooperative with your development and has assisted you and made available to you their --

MR. ROBERTS: Up to this point, we are aware of other moves, but we are awaiting this development more than anything else. I would say without getting into political areas, I would say that they have been extremely cooperative, up to this point.

MR. LORENZ: Right.

THE CHAIRMAN: Well, thank you.

MR. ROBERTS: Thank you, sir.

THE CHAIRMAN: We are very glad to hear of this development.

Next is Miss Atwood, the Director of the Information Referral Center at the University of Louisville Library, Louisville, Kentucky.

Whereupon

RUTH ATWOOD

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Good morning, Miss Atwood.

MISS ATWOOD: Good morning.

THE CHAIRMAN: Would you like to start in?

MISS ATWOOD: I have no formal statement.

THE CHAIRMAN: No formal statement, so we will start right in with questions. Does any member of the Commission want to put a question to Miss Atwood?

MR. LERNER: I do.

THE CHAIRMAN: Yes.

MR. LERNER: Well, just looking this over very quickly, my question is if you have looked at cooperation with public sibraries in the area as well as your own and other university libraries?

MISS ATWOOD: We are cooperating.

MR. LERNER: You are?

MISS ATWOOD: Yes.

MR. LERNER: In what respect? Would you go into that?

MISS ATWOOD: The Louisville free public library, and the two public libraries in existence in the two smaller towns across the river in Southern Indiana, in Albany and Jeffersonville, are members of the Metroversity Library Council, which our office is the agent of, and their catalogs are part of this microfilm data base that I described.

Also, all of the large public libraries in the State have contributed their serials to the Kentucky union list of serials, and are part of the interlibrary network in the State.

MR. LERNER: And this is run through your service, is this where it is?

MISS ATWOOD: Partially.

MR. LERNER: This center?

MISS ATWOOD: And the state library, however, funds the TWX network.

THE CHAIRMAN: You have some pretty rough remarks about E. R. I. C.?

MR. LORENZ: That is what I thought!

(Laughter.)

THE CHAIRMAN: What is wrong with E. R. I. C.?

MISS ATWOOD: May I be frank?

THE CHAIRMAN: Certainly.

MISS ATWOOD: We were very much interested in adding a second data base, and I would like to make a comment, another comment which again is frank, at this point:

I have been pondering this question since I was asked to come and would like to simply point out to your Committee the tremendous difference in cost to the user of those technical indexes that are produced by government agencies, such as agriculture indexes -- I mean, educational indexes produced by E. R. I. C., and those that are produced by the technical societies, and I am referring not only to the computer data bases, but also to the hard copy data bases.

One of the functions of our Referral Center is to be the agency for cooperation of what is left of the industrial libraries in the area. They have decreased approximately sixty per cent in the last three years. They are just closing down because of cut-off of research funds. And Chemical Abstracts, we have had serious conversations with executives in Chemical Abstracts, who are also very much concerned with the fact that the smaller technical libraries and the smaller universities can no longer afford the hard copy subscriptions to Chem Abstracts.

In our city we have only one copy of the Philadelphia group's publication, Science Citation Index, which I feel is a very valuable tool indeed. But only one library in the city can afford it, and we may be the only library in the State subscribing to it. This is because this is published by a profit-making organization.

And therefore, you have an extremely uneven development, uneven dissemination of information. In medicine, in agriculture, and in education you have low cost, easily available hard copy, and almost now no cost on the M. E. D. L. I. N E. to the medical libraries, but we have to pay -- and pay very heavily -- for any access to chemical data bases, to physics data bases.

What happened with E. R. I. C. was that we have a liaison with our social service people in the city government, city-county government, with our school of social work, our education school at the university, and similar departments in other metroversity institutions. The metroversity is a group of all of the institutions of higher learning in the area, so that there is a lot of interest in getting access to E. R. I. C., and it seemed to be cheap.

The Louisville Board of Education, with the help of the State Library again agreed to try to run it for us. We had made a deal with the Louisville Board of Education that they would run it on their computer and the State Library and our office together would pay for the tapes and in return for their computer time they could have free questions for their screened personnel.

Well, we couldn't run it on their computer. We tried and tried and it took forty hours to make one reel of tape run on their computer.

So we then took it out to the university, and we are not well staffed at our university computer center. We are a small university. We have just entered the state system and we have frankly a mess in the computer center, and the programs are terrible.

The E. R. I. C. people will tell you that. They wanted to go on line and they delivered the software to the screening people, who wanted to do runs. They made the tapes very cheap and I think that everyone who got E. R. I. C. had to face reprogramming if they wanted to run it in a reasonable length of time.

We tried for three years and we have given up.

THE CHAIRMAN: Kitty, did you have something?

MISS SCOTT: No, that was my question that you asked her.

THE CHAIRMAN: Do we have any other questions?

Joe.

MR. BECKER: I think E. R. I. C. is now on line with S. D. C.

MISS ATWOOD: In California.

MR. BECKER: Yes. Have you tried that system at all?

MISS ATWOOD: We have -- they gave a "freebee" so to speak through the M. E. D. L. I. N. E., and we went down and asked some questions on the M. E. D. L. I. N. E., at our medical school, asked test questions, and hopefully we will, we are trying to get a grant up, again with the assistance of the State Library, to have the Referral Center become a center for on line access to various data bases if we can get the money, yes.

MR. BECKER: Independent acquisition, as you point out, of data bases is very expensive.

MISS ATWOOD: And we don't feel that we can, with our resources, generate enough users to justify having a lot of them there.

MR. BECKER: And yet we see data bases, more and more of them actually --

MISS ATWOOD: That's right.

MR. BECKER: Showing up and emerging. They will continue, provided people will acquire them and use them, or they are going to dry up or something.

But there may be a national responsibility here with respect to data bases and the support of them. Have you given that any thought, as to what the alternative arrangements might be for facilitating the distribution of data bases to organizations like yours?

MISS ATWOOD: Well, my suggestion in the written testimony was that regions be set up serving, perhaps, the Southeastern region.

Some -- I believe that the University of Georgia already has a fairly extensive operation though in using many of these data bases, but they are in this to make money for the University of Georgia, and they are not going to make these services available.

You also have to face the facts of life that Chemical Abstracts, Engineering Index, et cetera, are not going to be happy about seeing the market drying up.

MR. BECKER: Right.

MISS ATWOOD: I mean, they have to receive sufficient support some way. Now here I feel that the national government does have a responsibility, if you do want to have technical information disseminated, to --

MR. BECKER: Support.

MISS ATWOOD: To helping the institutions which are providing these bases to maintain a financially sound structure in producing them.

MR. BECKER: I guess that is essentially what we are doing with M. E. D. L. I. N. E.?

MISS ATWOOD: Yes.

MR. BECKER: The cost of that is being subsidized by the government?

MISS ATWOOD: That is correct, but the government is not subsidizing --

MR. BECKER: Chem Abstracts.

MISS ATWOOD: Abstracts; Chem Abstracts, Engineering Index, Water Pollution Abstracts, the physics data base, the metalurgical data base, et cetera.

THE CHAIRMAN: Now how does the proposal you are making here fit in with the testimony we heard from Mr. Roberts of the Southeastern Regional Network? Will they be working together?

MISS ATWOOD: Their data base, as I understand it, will be the card catalog index of the participating institutions.

MR. BECKER: Yes.

MISS ATWOOD: And not even the complete card catalogs, the catalog copy or the accessions that are acquired from day one of operation.

At the O. C. L. C. system, as I understand it, only a few libraries are putting in back cataloging information.

THE CHAIRMAN: Right.

MISS ATWOOD: So that you will only have recent acquisitions available for query. And this is a completely different sort of thing than the data bases that Mr. Becker and I were talking about.

THE CHAIRMAN: The hardware and the network itself could be expanded to cover your kinds of thing as well, couldn't it?

MR. BECKER: It might and it might not.

MISS ATWOOD: It might and it might not.

THE CHAIRMAN: Or am I dreaming?

MR. BECKER: I think that the concept of the cooperative use of data bases, and the cooperative use of a single computer for their processing, that there is where the similarity with O. C. L. C. is clear and evident. But in terms of using an O. C. L. C. type computer, for the processing of data bases other than the M. A. R. C. data base and the individual data bases that the participating libraries are inputting, I am not sure that that would actually --

MISS ATWOOD: It could not be done.

As I understand the software that was developed, they ripped everything out of that computer and they put in, you know, their own machine language, from reels that were only O. C. L. C. and so these computers could not be used for anything but the O. C. L. C. system.

But the concept is the same and there is no reason why the terminals could not be switched, the same terminals could not be used for information retrieval from a different computer simply by dialing a different phone number.

MR. LORENZ: While we are on this subject, may I ask a fellow Commission member a question?

THE CHAIRMAN: Yes.

MR. LORENZ: The role of Time Share, which is a commercial linkage, I understand, is going to become increasingly important, in that some data bases are being put into Time Share, and through Time Share they are available to many other units that want to use them.

Do you see this, Joe Becker, as a growing trend and perhaps part of the answer to this problem?

MR. BECKER: I think what John is referring to, Ruth, is that a number of commercial time sharing companies are acquiring individual data bases and making them available commercially to anyone who has a teletype machine with a terminal --

MISS ATWOOD: Yes.

MR. BECKER: Who wishes to pay the cost of accessing those files.

I doubt -- I know, for example, in the case of my own company, we have made such an arrangement with National C. S. S., which is a time sharing organization, and we have placed the census information, the census data, on that network, and it is available nationwide.

But the large data bases, such as Chem Abstracts, and Biological Abstracts, et cetera, the files are so enormous that they essentially require a major system of their own for their distribution.

The smaller data bases can be accommodated commercially, and I imagine that we are going to see an increased number of them treated that way.

MR. LORENZ: Could I ask Miss Atwood --

MISS ATWOOD: Yes.

MR. LORENZ: To summarize briefly how your Information Referral Center was generated initially, and how it is being funded, and how you publicize it, and who is eligible to use it?

MISS ATWOOD: It started as a state technical services center. It is one that has survived. I guess we became a camellian and changed somewhat into something else. We saw the handwriting on the wall and went into academic cooperation as well as industrial cooperation.

It is funded in a variety of ways and I was rather, I guess, blunt in my written testimony. We know and work very closely with the people in the State Library. This is possible in a small State like Kentucky. It might not be possible in New York or California or Texas, but it is possible in Kentucky. We are on close personal and professional terms, so we have a gentlemen's and women's agreement in many instances rather than a very technically spelled out contract.

In effect, the State Library pays for our T. W. X., as it pays for all of the T. W. X.'s in the State network. It pays the salary of one of my assistants and pays for some of the key punching done on the State union list of serials.

MR. LORENZ: Is that out of L. S. C. A. funds?

MISS ATWOOD: Yes.

Now there are fuzzy areas here:

This assistant does some work for the university. On the other hand, I am paid completely by the university, and I do some work for the State Library. And nobody worries about it. It cancels out probably.

Our services are eligible to any faculty member of any metroversity institution or any institution of higher education in the State. Businesses are charged small fees for technical searching and for procurement of interlibrary loan materials .

And I would like to have the Commission respond to the thing I raised about a National Coupon System. The charges on interlibrary loan are, in my mind, strangling this traffic which is going to be more important as there is more and more cooperation -- it is the circulation of the cooperative system, and the interlibrary loan charges are driving everybody up the wall.

MR. LORENZ: Have you been in touch with Robert Hayes, who is doing a study in this area of interlibrary loan?

MISS ATWOOD: No.

MR. LORENZ: He would be the logical person.

THE CHAIRMAN: How would she get in touch with him, John?

MR. LORENZ: Robert Hayes is --

THE CHAIRMAN: Of Becker and Hayes?

(Laughter.)

MR. BECKER: Bob is doing a study for the Association of Research Libraries.

MISS ATWOOD: Yes.

MR. BECKER And it is called S. I. L. T. -- the System of Interlibrary Cooperation -- and essentially it is an idea to have a computer serve as an electronic mailbox for the various interlibrary loan requests, and at the same time a computer program would manage the transactions and the cost of each, and bill, say, montly, each institution, in order to simplify the record keeping, which is so onerous at the present time.

The coupon idea is a good one as well. It is a sort of a non-computer counterpart to that.

MISS ATWOOD: I have asked various participants in the O. C. L. C. system, who are using this interlibrary loan, whether it has improved their retrieval. But none of them had automated interlibrary loan records, so they were not able to give me this information.

Our rate of retrieval at the medical school, and at the general library, and at the University of Kentucky library, on books is fifty per cent success -- on journals between eighty-five -- a little over eighty-five per cent. But the book retrieval rate is terrible. Fifty per cent is a horrible retrieval rate.

THE CHAIRMAN: We have time for another question. Chuck.

MR. STEVENS: The Commission is going to be hearing testimony from a number of sources about library services being paid for by the library user, and I wonder if your idea for coupon use between libraries, if you have in mind extending it to the point at which the library user -- whoever he is or from whatever source he comes -- would pay for the use of the information service, the entry to the library, the sitting in a library, the checking out of a book, or the copying of the material within a library? In other words, are you looking forward in your thinking here to user charges for every type of library, public, university?

MISS ATWOOD: I would be horrified if that happened.

You are going back to the old thing, "If you want it, you will pay for it" -- which is fine in business operations. But we wouldn't have an educational system, we wouldn't have a Defense Department, we wouldn't have streets, if things were run that way. And we wouldn't have a library system either.

I mean, this is going back to the concept in the early nineteenth century, when libraries were paid for by private subscribers and there was no such thing as public library service. I would be horrified to see us retreat 150 years to that concept.

THE CHAIRMAN: Bud.

MR. VELDE: You mentioned --

MISS ATWOOD: Yes?

MR. VELDE: About making the public more aware of their need for information.

MISS ATWOOD: Yes.

MR. VELDE: Do you have any magic formula?

MISS ATWOOD: No. The State technical services' experience seemed to be that it took direct selling, which is very expensive. But we find that in the technical -- in the medical area, too, the number of physicians in Jefferson County using the completely free and excellent reference services at the medical school is in the nature of ten per cent. Most of them use their drug salesmen or other doctors, And this is true, generally, industrially.

Unless you can prove to an engineer that this information is going to make him a dollar this year in sales, you know, you are in trouble. And I think that the government, the state of the present dollar, shows that we can't continue this somewhat arrogant attitude that, you know, we will go on and get away with it forever.

I visited some industries where they said, "We are making plenty of money selling this, so we stopped our research". And I didn't dare to say to them -- as I will say to you, "What is going to happen to you in ten years when there is a new product on the market?"

THE CHAIRMAN: Miss Atwood, one question.

MISS ATWOOD: Yes.

THE CHAIRMAN: From your testimony, you point out that some of your cooperative projects are in jeopardy because of the withdrawal of federal funds, and then you go on to say something about the State support of these proposals.

MISS ATWOOD: Yes.

THE CHAIRMAN: Will that State support --

MISS ATWOOD: We hope so.

THE CHAIRMAN: Will that State support be forthcoming?

MISS ATWOOD: We hope so.

THE CHAIRMAN: Out of revenue sharing?

MISS ATWOOD: Probably. They have assured us that we are all right for next year, and we only live one year at a time anyway, so I will start worrying next Christmas!

(Laughter.)

THE CHAIRMAN: Well, thank you very much, Miss Atwood.

MISS ATWOOD: Thank you.

THE CHAIRMAN: We will call on Mr. James F. Jones, the Assistant Director of Technical Processes at Florida State University.

Whereupon

JAMES F. JONES

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Jones, good morning.

MR. JONES: Good morning.

THE CHAIRMAN: Would you like to begin with a short preamble or prefatory statement? And then the Commission members can ask you questions.

MR. JONES: I will only separate the two suggestions that I have made, and speak first about the national microform catalog as my re-invention of the wheel, because it was not a catalog as I have suggested, but a control device was suggested by Herman Fussler as early as 1940, and has been re-called for in the literature down through the years, most strikingly by a fellow named George Speckman in 1960, twenty years after Fussler first spoke of it.

He said:

> "A serious situation exists concerning the lack of centralized cataloging and indexing for multi-title microform projects, and as a result libraries are expending an unnecessary amount of duplicate effort in cataloging this form of material."

And my further extension of this quote is that it is simply not being cataloged in most libraries.

In 1970 this survey of A. R. L. libraries discovered that there were twenty-eight units of materials in microform to one hundred units in book form in the A. R. L. libraries. So you see that it is a sizable part of the collection. Although all of these things are not left uncataloged, a large portion of them are.

THE CHAIRMAN: All right. Do the Commission members have any questions?

MR. LORENZ: You are aware of the tool which is called, I believe, a national register of microfilm masters?

MR. JONES: Yes. This is for non-commercial copying done by usually academic institutions of out-of-print materials that they couldn't get into their --

MR. LORENZ: So it doesn't impact on the problem that you described?

MR. JONES: No. I see the national catalog as being of commercial publications, and I would like to see it include more than the multi-title sets and to include all commercial publications and to be a classified catalog with a name register and a subject index to it. I see it as being in book form. There are different ideas.

Felix Reichman in his book -- he and Josephine Thorpe had recently studied this whole thing and late last year he came out with a book called "Bibliographic Control of Microforms". They have the idea that there should be a national data base for these things, and this data base could be used to make tailor-made book catalogs, or tape on tape catalogs, or in whatever form.

I see book catalogs as being the most reasonable form for individual libraries according to the multi-sets, the multi-title sets, that they hold. That is one suggestion. We have some difference of opinion as to how the user will react to having card catalog access to all of the book materials and have to refer to another catalog. This is, in effect, a separation on the local level of the searching that has to be done for those materials.

I see this as no problem at all. I think that it is worse now when the card catalogs hold certain items and not others than it would be to pull everything that is on microform out of the card catalogs. It wouldn't take but about twenty seconds for a user to learn that this would be necessary.

THE CHAIRMAN: Mr. Lerner.

MR. LERNER: It seems to me that you are talking about a rather ambitious project, and whose job is it to do this project?

Is it a national university library cooperative effort? Is it a federal government effort? What are we talking about? Who runs it?

MR. JONES: I see it as a federal government effort, and perhaps another department within the Library of Congress. I see it that way just personally. And I see it as a very accomplishable thing. You say, a very big project; to my way of thinking, it is an exceedingly accomplishable thing.

THE CHAIRMAN: Joe.

MR. BECKER: Mr. Jones, the number of micro-publishers at the present time is still reasonably small compared to the print publishers. Have they been approached -- pursuing Mr. Lerner's question -- to see whether the private sector would be interested, the commercial sector would be interested in producing something like this?

MR. JONES: We haven't, although that was in my statement to you, that the microform publishers might bear som of the expense of this.

As it is, some of them do attempt some sort of bibliographic control, but it is so variable in its authoritativeness, and doing it in one place would allow an authority to it, and an up-to-dateness at all times.

MR. BECKER: I guess the largest publisher of microfiche in the country is the government through the Department of Defense, N. A. S. A. and the A. E. C. Were you thinking that technical reports would be included in this collection, as well as the monographs and serials?

MR. JONES: I think so because all of the things that are not covered by the register, the national register -- the national register will never be subject searchable, and it really isn't intended to be. I suppose that you go to that once you have -- the person who goes to the national register knows what they are looking for. This is another way to find a hard-to-find material, but they have already discovered what they want from some other bibliographic source.

THE CHAIRMAN: Mr. Stevens.

MR. STEVENS: I wonder if you are thinking of a separate catalog to catalog things that were never ink on paper? We talk about cataloging microforms as such, but we look forward now to publishing, for example, on lithium niobid crystals.

Would you expect the same catalog to have material that is on lithium niobide?

MR. JONES: I don't know how that works, I am sorry to say!

(Laughter.)

But what does it take to read it?

MR. STEVENS: A laser reader and a screen.

The point I am making is that library catalogers may have just simply overlooked the ordinary cataloging of micro materials because it takes a little extra effort.

MR. JONES: No, that is not the point at all. The reason that libraries are not putting cards in their catalogs for all of the items in multi-title sets is because it is too big a job. And, of course, you can realize that it would be awfully wasteful for every library to try to do this. At our institution every couple of years the whole problem comes up again, and we agonize over it for a while, and we try to see whether there isn't something that with a reasonable amount of effort we can do to further show, reflect in the card catalog. Most recently the title information cards for the different titles in the early American periodicals.

MR. STEVENS: What I would like you to bring out for me, if you will, is why it is so much more difficult to catalog individually in the library the micro-materials than it is the book materials. You say that the micro-materials constitute 28 per cent of the load.

MR. JONES: Well, not 28 per cent of the load.

MR. STEVENS: Well, some --

MR. JONES: But four -- say, four hard copy to one micro-set or something like that.

MR. STEVENS: Well, in any event, it is a fragment of the cataloging load.

And yet we now catalog individually in the individual libraries the ink on paper materials. At least, a large part of them are cataloged individually. Why are we ignoring the part that is on film? And why do you think it should not be done separately?

MR. JONES: I think that it is partially that they are so easy to acquire in large blocks, partially. Partly they come with listings of their own, which partly allow access to them.

THE CHAIRMAN: Joe.

MR. BECKER: If we could shift gears, Mr. Jones, and talk about your other suggestion -- bibliographic centers.

MR. JONES: This is the unaccomplishable -- Mr. Lerner, the other was very accomplishable because there are a finite number of things involved.

MISS SCOTT: Were you thinking of integrating them in present information centers that exist in specialized fields such as the M. E. D. L. A. R. S. information center? Would this be a part of it?

MR. JONES: I think that every field now is trying in different ways to bring under control its own literature; the scholarly organizations, the individuals within the field, and, in some instances, as Miss Atwood has pointed out, the government is helping a great deal. Also, the buying of a control of some kind from a commercial organization.

So there are those three ways basically that a control is brought about in a field and the best controls of the controls that we have, have been either almost too expensive to buy or done by the government.

I think that before a government organization would ever move in the direction of trying to help bring an integrated control to the literature of any field, it would first have to assess the existent controls or the mechanisms that are underway within the field before they could move.

I think that we are to the point that this sort of thing is possible. Technologically we have advanced within the last ten years greatly on the vocabularies, the indexing, the retrieval vocabularies of the different fields, and now to make a vocabulary that will stand and will work either in a machine or in a printed source -- and we have also the technology now which allows us to easily reshuffle things and recollate and print again a new cumulative volume quickly.

MISS SCOTT: You would apply it to the humanities as well as the sciences?

MR. JONES: Yes, except not broad fields -- small fields.

MISS SCOTT: Yes.

MR. JONES: Not the humanities, but the theater.

THE CHAIRMAN: You think then that the only way that it can be done in a big field like the humanities is by breaking it up?

MR. JONES: Yes, definitely, because the vocabulary of the fields for in-depth indexing requires this.

DEAN DUNLAP: But some of this is done now by the government.

You are acquainted with the Guide for United States History published by the Library of Congress, and then the Writings of American History that have been published by the United States Government. Is this the sort of project that you had in mind that you would like to see more of them?

MR. JONES: Yes, those are things that already exist. I would like --

DEAN DUNLAP: Yes.

MR. JONES I would like to see an effort made to come up to a certain date, say, from the beginning of the literature of these individual fields.

And you can talk about both of my suggestions, but

I favor book catalogs over the machine searchable data bases as long as they can be contained in a reasonable number of volumes. I suppose I like to have my hands on it and be able to scan the pages and not wonder what is in that machine tha I can't get out.

MR. LORENZ: Actually, when you have a large enough overall data base, you could spin out these bibliographies by subject, couldn't you?

MR. JONES: Yes, as long as the indexing of them and the vocabularies by which you can proceed to retrieve items are well structured.

THE CHAIRMAN: Any further questions?

Well, thank you, Mr. Jones.

Mr. Donald Sager.

Whereupon

DONALD J. SAGER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Sager is Director of the Mobile Public Library in Mobile, Alabama. Would you like to start off with a brief statement, Mr. Sager?

MR. SAGER: Well, I won't repeat the data that I had previously submitted, but there are one or two comments that I wanted to submit:

I represent a city and a county library, and the purpose of my testimony was really to call attention to the increasing difficulty that many libraries experience where they exist amid a web of intersecting state, county, city and suburban boundary lines. With the interstate, the development of interstate highway systems, improved electronic communications techniques, and our changed pattern of shopping and employment, I think that all of these factors have combined to form a serious threat to the logic of the local support of public libraries.

I had used the analogy of the National Park Service, which had been created to preserve and develop our great natural resources. Our larger library systems are surely national resources and deserve similar support.

To a large measure, many of our larger libraries, I think, already receive a large measure of federal support in a variety of forms. Most of these forms are piecemeal and they don't lend themselves to the development of a true system. I am speaking of things like the Federal Depository Program or the fact that many libraries receive resources through the Library of Congress' Division of the Blind and Physically Handicapped.

I believe that more effort needs to be devoted towards finding ways in which to share the cost of maintaining large libraries as financial analysis begins to reveal more and more the services and resources which these institutions to areas outside their political boundaries.

I think that State Libraries are faced with other priorities and problems, serving state governments and developing library service where it is poor or non-existent, and I feel that if we do not evolve some system which can recognize the contribution that major libraries make to areas outside their basic support, where their basic support comes from, that it is going to be increasingly difficult in the future to maintain those institutions.

THE CHAIRMAN: Mr. Stevens.

MR. STEVENS: Mr. Sager, I would like to reinforce what you said about major libraries, but make that include libraries that are not only those of big cities, and cite a specific example:

In Massachusetts at the present time the intent of new state regulations for the support of city libraries and town libraries is to only support those with state funds which will offer their services without restriction to anyone in the state. This has a serious effect on city and town libraries, even in the small towns, where there has been a long and continuous history of local dedication to the library -- and the specific case I state is Concord, Massachusetts, where for better than a hundred, more like two hundred years, there has been a very careful build-up of a small library. It is not a great library and it is not in a large city, but now if all of the surrounding towns suddenly can use the Concord library, where they have not built up their own services, Concord will become inundated with people who have had up to now no eligibility without payment of a special fee, as you suggest in your testimony.

So a major library need not be a library in a major city, but may be simply a major collection, however small.

MR. SAGER: I agree. I think that where some state has established programs like this, it has tended to create a great deal of agony at the local level. Suddenly the community which has taxed itself at a higher level in order to insure that its library was superior is suddenly open to anyone, and I can understand where maintaining that level of support in the future will be increasingly difficult.

THE CHAIRMAN: Lou.

MR. LERNER: Well, you have a problem which is, obviously, more difficult, because you not only go beyond your city line into the county and into the state but across state lines and that seems to be a very difficult problem. What is the answer to that?

Is it to submerge your library and others into a smaller regional system supported by all of the states and communities? What is the answer to that? Or do you stop at the state lines and try to get your books back?

MR. SAGER: Well, you really can't in one sense.

I guess we are a victim of circumstances.

One of the largest employers I know in the Mobile area happens to be the State of Mississippi, much to the regret of the State of Mississippi -- they have succeeded in luring Litton to open a shipyard in Pascagoula, and we have discovered that we have a large clientele that will work in that city and commute to it; it is only about an hour's drive. And I can see that this must occur throughout the nation, where you have got any major city and some suburbs or some industries outside, across the line. Now what I would suggest, I think --

MR. LERNER: I would suggest Mr. Ashe bail out the libraries as well as Litton!

(Laughter.)

MR. SAGER: That's a thought. I think he has his hands full at the present time.

(Laughter.)

But the only thing that I feel that is necessary in this instance is to recognize that where we do have a potential situation and where there is going to be some difficulty in raising funds to support that institution, it seems to me that there should be some kind of funding provided at the federal level which can compensate for difficulties which might arise.

THE CHAIRMAN: Have you been keeping records of the use or the users that come from other jurisdictions in your system?

MR. SAGER: Well, we have in the past. We haven't lately.

We have been fortunate in budget increases, but at each point where we have had increases, there has been increasing concern as to who our users actually are, and we have by sampling, by analyzing the registration, by spot checking our reference usage, approximately what this non-resident usage is. It varies, depending on the kind of service we provide.

THE CHAIRMAN: Yes, Mr. Dunlap?

DEAN DUNLAP: Mr. Sager's library is utilizing cable TV. Mr. Sager is the author of a very readable article on this subject -- I believe the only one in the literature, and I was intrigued by what you were doing there, and I wish you had drawn a conclusion that I hope you would agree to, that seemed to me to be implied from your article.

As I understand what goes on, an inquirer will call your library and present a reference question. It might be the population of Madison, Wisconsin. Instead of the reference librarian picking up the census or the World Almanac and giving the answer by telephone, the reference librarian will get the material, put it in front of a camera, and then you will call the inquirer and say that if you will look on your TV screen, you will now see the answer to your question. And this implied to me that this is only of consequence when the material to be viewed has visual value such as a picture, a graph, or a chart, and is of no consequence at all when you give the information by telephone.

MR. SAGER: That is correct. The transmission of printed data is very limited.

If we get a foreign word or some word -- I think I used the example of Longfellow's "Hiawatha", "On the shores of Gitcheegoomee" -- this is the sort of thing which it lends itself to, but with transmission of printed data. But for the majority of instances we find that an illustration, a map, a photograph, some graphic material, is what is desired. This is, I think, a good example of our problem.

Unfortunately, the cable lines don't run in neat political units. Our local cable television firm, which is a division of Tele-Prompter, extends over into two suburbs in the norther part of our city and is running over across Mobile Bay into Baldwin County -- none of which, of course, is in our political jurisdiction.

THE CHAIRMAN: Lou.

MR. LERNER: You utilize the cable for additional programming? You are utilizing library services such as, you know, things like story hours and great books and things like that?

And the second part of the question is, how do you envision the use of cable when you do have the entire city wired and two-way is possible for, at least, a certain amount of information?

MR. SAGER: Well, there are a couple of questions there.

Let me get the answer to this -- most of the cable which is going into Mobile is two-way cable. It will be some time before that particular technique will be, I think, financially feasible. I think technologically it is feasible. I do not feel that our major use of cable will be for programming. I still feel that we can offer services that will be much more effective than the present techniques that we use.

I think that if we can store learning resources for business, for the educational system, that this will be of great benefit. I think that there are some services that we can provide to business and industry.

I was reading not too long ago of some efforts that have been made to allow the transmission of employment statistics -- or not statistics, but employment openings, and I think that there are a variety of services that we can develop, once we have the experience in this field.

You can invest a great deal of money in the equipment. We have not. We are still trying to learn what the potential is before we go too deeply into that end of it.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Don, you have told us about the barriers which prevent extra-jurisdictional service on your part, to both give and receive service.

How about the magnitude, the scale of support you would require in order to provide such services, just to get an idea of what we are talking about?

MR. SAGER: Well, I think most major libraries will admit that the non-resident fees that they have established are very arbitrary. But if you really wanted to put a true value on them, they would be exorbitant. You would discourage use. And this is not our intent.

I think that we have difficulty establishing a fair value for our services. I think that there should be some way of spreading the cost for the service, not only among the users of the area outside the main area of the library, but among all of the potential users -- and I think that might tend to lower our costs.

Let me cite a hypothetical example:

We have a community "X" which has a population of ten thousand people and there are approximately five hundred people who use the library regularly. It is unfair to assess those five hundred at a higher rate. There should be some means of spreading the cost among the whole potential population.

I don't know how we achieve that though.

THE CHAIRMAN: Mr. Lorenz.

MR. LORENZ: I believe there have been examples under the Library Services and Construction Act where one State has contracted with a library in another State to provide service across State lines, using federal funds to do that. I don't know whether you have investigated that with the State of Mississippi or not?

MR. SAGER: No.

MR. LORENZ: But I do think that may be a possibility.

THE CHAIRMAN: Any further questions? Well, if not, thank you, Mr. Sager.

We will call next on Margaret Willis, the State Librarian, Kentucky Department of Libraries.

Whereupon

MARGARET WILLIS

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Good morning, Miss Willis.

MS. WILLIS: Good morning, sir.

THE CHAIRMAN: Would you like to start off with a statement of your own?

MS. WILLIS: I haven't prepared any, sir, but I can "yak" forever, if you like!

(Laughter.)

THE CHAIRMAN: Only if you wanted to.

The members of the Commission have read your testimony and probably have some questions, and we could start right off with those, or perhaps you would like to add or say something in addition to what you have written to us?

MS. WILLIS: I should only like to say that we can't make too strong a statement that the impending cut of federal funds will be a great tragedy to Kentucky. I personally believe very strongly that there is no program that gets the results that this comparatively small program does for the pleasure and the benefit of the citizens of any area which it serves. And this happens to be the State of Kentucky. All others are similar; they may have different plans, but the results are quite the same.

We do a great deal of the work at Headquarters in Frankfort, and we feel that this is of great benefit to Kentucky because the local areas have not yet developed the expertise which is necessary to have a good sound library. But other areas have not approached the problem this way. Each approach is good, we think.

We have received a great deal of favorable response to what we are doing. At present there is almost a state of intense excitement over the possibility of the withdrawal of federal funds, because the counties know what they are getting and they are desperately afraid that this will be withdrawn.

The State is friendly to our program, but its funds are limited. It can't do everything, and it has pressures from all angles, as we all know. It is no different from any other State except that the Governor has reduced taxes, and in reducing taxes he is not free to help programs to the extent that he would have been had he not reduced taxes.

This reduction, however, was the result of a promise made to the people of Kentucky and he has been very anxious to carry out those promises. This is the first one, I believe, that he has carried out.

I would like to say that, at least at the beginning of the Library Services and Construction Act, that the program was a rural one. Our State program has of necessity remained a semi-rural one, partly because of the limitation of funds. Also, in the rural areas, it is hard not to be very sympathetic with the fact that culturally and educationally and recreationally there are very few places to go for such help. In fact, in rural areas you have a desert. And if you have ever lived in a very, very small town, or in a rural area, you know what I am talking about.

I think that people depend on the library to an overwhelming extent in rural areas. There will be more sophisticated views, of course, in the urban areas, but there is nothing, there is no agency that can take the place of the public library in the rural areas.

I recognize that we probably should work harder to get a more glamorous image than we have because people who do not use the libraries, perhaps, have an unfortunate image which has come from the past. I know all about this past because of my ancient years or whatever you want to call them. I have spanned several generations, let's call it. I began to work in libraries at the age of twenty and so at the age of sixty-six I know what has happened over a long period of time.

There have been great changes in libraries. Contrary to what has been said in meetings that libraries have not changed, they have changed. They have changed overwhelmingly. They are far more important now than they were in the past.

I remember the Depression when people swarmed into libraries to escape the Depression. Now they swarm into libraries to solve their problems. This is a tremendous change. We have formal -- we are developing, excuse me, developing formal plans for cooperation now, whereas before we had no such thing. We didn't dream of the possibility of formal cooperation in the past. We did not dream of developing for people the information which we now are trying to provide for them.

The systems and the networks which are being developed, in my humble opinion, in my judgement, are very, very important to all libraries. But we also find that the production of materials or rather the provision of materials regularly for areas which otherwise would have nothing is a great stimulus and something which citizens depend on to a great extent.

THE CHAIRMAN: Miss Willis, the first round of revenue sharing has taken place. How have the libraries fared in Kentucky?

MS. WILLIS: Some of them have fared fairly well, sir. But it has become somewhat of a political football. Where there are people interested who have the political strength -- and I am talking about the local revenue sharing, not the State revenue sharing.

THE CHAIRMAN: Right.

MS. WILLIS: They have fared better than where they do not have this political strength.

There is a tendency to give more help to those libraries which have asked for "one shot" deals, as we might put it. There are libraries which need or which have -- which are developing buildings on some specific project, some "one shot" deal; they are apt to get help, whereas money to help in the improvement of an operation is generally not forthcoming. It is also true that libraries do get the little end of things.

One of the reasons for this is that there is no specific benefit to a politician for funds which go to a library. This I regret. I wish there were some way. But if there were, if it were made to that effect, it would be the germ of a scandal. And this we do not want.

THE CHAIRMAN: Lou.

MR. LERNER: I am somewhat disturbed by what you say.

I would imagine that it would be better, in a sense, for libraries to compete in the municipal marketplace for funds the same way that the sewage treatment plants and police and firemen's salaries and everything else do, and to make libraries, in a sense, more political instead of less, and to make an elected representative feel that what he does for libraries in fact is helpful and will have political benefits. So I don't completely agree with that, and what my real question is:

Is it not useful for libraries to become more political?

And in no sense am I saying, you know, that it is good that L. S. C. A. funds are being cut. I think that you have just touched the surface of the disaster that will take place in many areas. But will this not in fact force many libraries to fight for more funds? And is that bad?

MS. WILLIS: I do not disagree with you entirely, sir. I have felt this all along.

But I have also realized from my own experience and from others that when you become more political that there is need to spend a great deal of time on this political activity, as you might call it. The libraries, as I know them, in Kentucky are so limited in funds that they don't have the time or the energy to do this. They have a very limited staff and they are so busy just giving service and developing programs which they are trying to develop now, and which the experts -- and I certainly am not an expert, but some of us call ourselves experts, they or we are developing many plans for this and that and the other, and sending them down to the local area when there is no one down in the local area to carry them out.

This is very tragic. We feel frustrated when we see all sorts of people running around from other programs and we just do not have the staff to carry out the beautiful plans which are sometimes developed in the so-called "upper echelon".

I would say that the result of the funds, of the limited funds, that have been provided are overwhelming at present. What we could do with, say, twice those funds would be amazing. We could really produce results.

This is a practical program, and it has been my experience that when things are practical, they do not seem to have the glamor that something which is far from practical comes along, has.

Now negating that statement is the fact that there is a great push for sewers -- and they are certainly practical!

(Laughter.).

But there are other things which are quite impractical:

There is the great push for so-called "innovative" programs. Well, we have plenty of innovation, I think, in facing the services to the disadvantaged -- and we have done this at the express interest of the federal government. They have not forced us to do it. But they have given a priority of service to the disadvantaged, and we have tried to carry out the interests of the federal government

If we had not done this, we would have had more money to do what is really necessary, in my opinion, and that is to have demonstrations in counties which have no service now, and demonstrations have a very practical result. They let a county see the benefits of a library, and what we call a bookmobile project.

MR. LERNER: You said there are fifteen counties that have no service?

MS. WILLIS: They have no service at all at present, sir. There is nothing there; they are deserts. We need funds. They are very expensive. You must pay all expenses in a demonstration. They usually run about two years and then the county decides whether it wants this program or not.

We really need to have two or three, at least, demonstrations a year. At present we have one. Next year, without the federal funds, we will have none. We cannot move forward this way. This is quite tragic.

The State has not given us specific funds in its categories for demonstrations, but federal funds have been used in the past for demonstrations. In the opinion of all of us in Frankfort in the Department of Libraries demonstrations are extremely important, if all people in the United States are to have equality of opportunity. We do not claim that people are all equal; no one claims that. But we do claim that people should have equality of opportunity. I believe that is the basic requirement of a decent democracy.

MR. LORENZ: What is your expectation as well of revenue sharing at the state level? Do you think that libraries will get something at the state level?

And secondly, what has been your history in terms of increased state aid for public libraries, say, over the past five years?

MS. WILLIS: Well, as far as the revenue sharing is concerned, sir, we face a problem that the Governor has made the decision -- and, I think, perhaps, rightly so -- that he will not call a special session of the legislature to decide how to use this revenue sharing, and Kentucky has a legislative session only once every two years. Therefore, the next time that the legislature meets in Kentucky will be in January, 1974, and we must wait until then.

And, you see, we have got a period there which will be most difficult. And at the end of the Governor's administration -- at least, of the first two years -- I have an idea, although I do not really know, that the Governor's emergency funds are limited.

Also, I am fully aware of all of the programs -- the mental health, the health, the agriculture, and this and that thing, that have been cut out completely, that they too will have needs. And we do not fool ourselves that we are the only agency that is in need.

Therefore, we do not have too much optimism. Although the Governor is quite friendly and very favorable to the library program, he cannot just turn to one program alone. We realize this.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Miss Willis, are your constituents pressuring local and state government for the continuation and expansion of support for libraries?

MS. WILLIS: The constituents at present, I think, are looking at the federal government, knowing, however, that this is a very serious problem and a rough and tough one, and that they may fail. But the constituents are looking at the federal government at present.

Then, if they fail, I believe that the constituents will turn to the other end of things.

Now in counties where we have had demonstrations, we have a small tax, a local tax, which is, even so, limited and cannot provide really good library service without our help -- our help which comes regularly from trained personnel out in the field, and from the selection of material coming in there constantly, which nevertheless does not limit the library from providing its own special material of special interest to the community in which it is located.

Therefore, we find that this is extremely successful for Kentucky. We do not claim that it would be successful elsewhere.

Some people have criticized this. But we have looked at it, over and over, and find it good in the eyes and in the feeling of the people involved.

I would say that we cannot depend on revenue sharing as a continual thing. It might help for one year, and then what is going to happen next year? We just don't know. And we feel very afraid that revenue sharing will not help us to any great extent. It has helped some in the local areas to put a "band aid" on a serious problem. But now "band aids" don't last continuously.

We need continual improvement. And we, therefore, would like to be legitimate rather than somewhat semi-illegitimate, as we think that we shall be, if we depend entirely on revenue sharing.

The revenue sharing out in the local and county areas is so spotty. One county will be quite successful and the next one will fail completely because this is not a way to develop a state program. It is too uneven, too much that is dependent on circumstances over which we have no control. This, I think, is very serious.

We have developed a fair system of library service in the last fifteen years in Kentucky. And before that there was nothing almost.

I worked, for thirteen years, in the Louisville free public library. And I know that that was a hard -- a struggling library, pretty low in quality, great in interest, but very lacking. And it has improved greatly.

(At this point, Mrs. Moore entered the room and took her seat at the table.)

But now there was nothing out in the counties other than the Louisville library.

THE CHAIRMAN: Thank you.

MISS SCOTT: Before she goes -- are you making an effort now to contact individual members of the legislature, so that when 1974 rolls around, you will have some friends up there?

MS. WILLIS: We do this all the time.

One of the things that helps us in that is that we have a regional staff out in the counties and they are constantly in contact with the state legislators.

MISS SCOTT: Right. That is what I wanted to know.

MS. WILLIS: Yes, we think they will help. But let's face it. There is a tremendous competition for the tax dollar.

MISS SCOTT: That is true.

MS. WILLIS: And this will make it harder and harder for us.

We feel that libraries are a very legitimate part of the federal picture. We may fail.

I agree with you that libraries should become more and more political. This is a rough and tough game, sir, not at all easy. But we are not looking for the easy way out. We are just looking for a way that will get the people of every state those services which they need and desire.

THE CHAIRMAN: Thank you.

MRS. MOORE: Could I? I just arrived late.

THE CHAIRMAN: Yes.

MRS. MOORE: Would you let me make a comment, a couple of comments?

I would like the Commission to know that this is one of the finest experts in the country in lobbying. If there is any way to manage with the legislature, Margaret Willis will do it.

MS. WILLIS: Well, we keep trying, Mrs. Moore. Thank you very much. We keep trying.

MRS. MOORE: She is an old hand at this, and if she can't do it in Kentucky, nobody could.

THE CHAIRMAN: I should introduce Mrs. Moore, a member of the Commission who just came in.

Thank you.

MS. WILLIS: Thank you, sir.

THE CHAIRMAN: Has Janet Smith arrived yet? I understand that she may be delayed with her airplane.

So if Mr. Douglas is here, could I call on him?

Whereupon

SAM DOUGLAS

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Douglas is going to testify in place of Enid Baa, and you are from the Virgin Islands, and you are going to tell us about and speak to the testimony that she has presented?

MR. DOUGLAS: Yes, she asked me to tell you that

I am the author of the testimony.

THE CHAIRMAN: Oh.

MR. DOUGLAS: And that you should ask the questions of me.

THE CHAIRMAN: Good, fine. Do the Commission members want to start questioning?

Mr. Lorenz.

MR. LORENZ: We recognize that the outlying areas, including the Virgin Islands, do have a special problem in terms of federal assistance. Have you had any indication at all from federal officials that they are going to recognize the nature of your problem in terms of the fact that you are not eligible under revenue sharing and make some provision to assist the Territories?

MR. DOUGLAS: We have received no word about that. We now have a a representative in Washington, an elected representative for the first time.

THE CHAIRMAN: Mr. Douglas, could you pull the microphone toward you? We are having some trouble hearing you.

MR. DOUGLAS: I was saying that we have an elected representative for the first time and we are a good friend of his and he is saying nothing but gloomy things. And we have heard no word, whatsoever, about whether there will be some kind of an exception.

MR. LORENZ: Yes.

MISS SCOTT: Since the other territories face the same problem, have you been in contact with Puerto Rico?

MR. DOUGLAS: We are, of course, in close contact with Puerto Rico. It is just a thirty-minute plane ride.

MISS SCOTT: Yes.

MR. DOUGLAS: I think that the problem in Puerto Rico is, of course, much larger than the problem that we face. They have an island that is still very, very primitive in many places -- although I must point out to you that as little as ten years ago, ten or fifteen years ago, in terms of outreach services from the libraries, blind people were chained to their beds in the islands. They were not allowed outside. Children threw stones at the blind people.

So we have had this enormous problem of educating the community on all levels out of our library outreach programs. And this is why we are so concerned, that now that things are really coming along and we do have a very active program, it is going to be withdrawn or, at least, it will go back maybe ten or fifteen years because we can't continue the steady pressure of the educational aspect.

MISS SCOTT: Has your representative discussed with you special legislation regarding this?

MR. DOUGLAS: He hasn't mentioned anything about special --

MISS SCOTT: Special bills.

MR. DOUGLAS: I should imagine that that may be what will have to be done.

The economy of the Islands, as many of you know, is rapidly changing. We don't know what the tourist dollar is going to be like over the next few years. You see, so much money comes in, and perhaps some statistics would help you, if I could explain the way we live:

We have a population that may be about 100,000 on three islands. Augmenting that population is maybe twelve to fifteen unregistered illegal aliens, which we are giving library service to. These people can just come from British and Dutch islands at night by boat and arrive and get jobs without having any kind of a reporting system.

THE CHAIRMAN: Did you say twelve to fifteen hundred or thousand?

MISS SCOTT: Thousand.

MR. DOUGLAS: Thousand.

On top of this, there is a floating seasonal tourist population of over a million. There are days when the population of a small town on St. Thomas -- Charlotte Amalie -- is fifty per cent larger just because of the number of people coming off the cruise ships. Nine or ten thousand people in one day will come into the towns -- and these people want library service. It is very surprising. They want family histories and all kinds of elaborate records searched from our public libraries.

There are days when we work as hard as the shopkeepers do!

(Laughter.)

MISS SCOTT: Are they allowed to take books aboard?

MR. DOUGLAS: No.

MISS SCOTT: No.

MR. DOUGLAS: We have to hold them on the Island; we don't have enough books!

(Laughter.)

The economy of St. Croix, which is forty miles to the south of St. Thomas, is completely different. It is an industrial economy. It has oil refineries and alumina plants. And the population there is a little larger than St. Thomas. It is about fifty thousand. And, strangely enough, over forty-five per cent of that population is Spanish-speaking, on an English-speaking Island. And we have yet to develop good library services to the Spanish-speaking communities in St. Croix.

Now to give you an example of what federal moneys do not do for us, we are just completing a million dollar library building in Christiansted, St. Croix, out of which we hope to operate varied library programs -- and I am talking about elaborate programs elaborate programs of microfilming and computer catalogs, all aspects of libraries, of modern library work, in miniature. The federal contribution to the construction of this building paid for the paint on the building -- forty-one thousand dollars out of nine hundred and ninety some thousand dollars. In terms of library construction we are pretty much on our own.

In terms of outreach services, salaries for highly qualified personnel, materials, we are not so much on our own, and the federal moneys represent a great portion of what we can do.

THE CHAIRMAN: What is the tax base that you operate on now?

MR. DOUGLAS: We pay a regular federal income tax, and the full amount, less one per cent service charge, is returned to the Treasury of the Virgin Islands, and the government is operated from that, from a kind of a gross receipts tax on small businesses, and from moneys that have been coming in over a period of years through the agreements with the large industries on St. Croix.

And I think I pointed out in the testimony the strange fact in government circles that we are not allowed to engage in deficit spending at all.

THE CHAIRMAN: And as of now, eighty per cent of your library budget comes from Island resources?

MR. DOUGLAS: Yes, about eighty per cent. But with this resource -- this kind of a resource -- getting a little shaky, the moneys that are flowing into the Caribbean are not quite as large as they once were. The bargains of buying in a free port are not really what they were ten years ago because of the way the dollar is behaving in Europe and the price of gold and things like this.

And so we find ourselves in a very shaky position and we don't know -- we honestly don't know -- whether we will be able to pick up this eighty thousand dollars or so. We are not talking about a lot of money, but what it does is so tremendously important.

THE CHAIRMAN: Any other questions?

Mr. Becker.

MR. BECKER: What is the character of your cooperative arrangements with the states or collections here?

MR. DOUGLAS: Well, we participate in interlibrary loan. We are classified, for federal purposes, as a State Library, and so we -- I don't know that I can really specifically answer that question. Like any other library system, I would say.

It gets a little difficult because we are pretty far away, you know. We are 1,600 miles from New York, and 1,600 miles from here, and 1,300 miles from Miami. We are quite isolated, and we have to depend on our own resources, because it is very expensive again for interlibrary loan to pay air freight, air mail charges on books. It is quite expensive. If you don't do that, it takes six weeks to get them.

We don't have a periodical in the St. Thomas public library that is more recent than two months ago. We can't afford to purchase air mail subscriptions. You know, an air mail subscription to "Library Journal" is forty-five dollars or forty dollars or something like that. And we can't afford it.

MR. LORENZ: There has been some discussion of Caribbean cooperation. What is the status of that at the present time?

MR. DOUGLAS: We participate very actively, and as a matter of fact, this involves being a librarian in the Caribbean, in that much of this cooperative participation we do ourselves. We have a center in St. Thomas, a photo-duplication laboratory. We are in the process of microfilming all of our kind of materials in the Caribbean, and we have this scholarly resource for people to use.

We have our own printing facilities. We print for Puerto Rico. We print for the archives in Guadalupe. Our tentacles are everywhere in this kind of activity. The federal money that we can use to do this kind of work amounts to about ten thousand dollars a year, which means that we have to save for a couple of years so that we have enough money to do anything significant.

THE CHAIRMAN: Mr. Stevens.

MR. STEVENS: I wonder if you could say something about library outreach programs in the Virgin Islands. That is, are there bookmobiles? Are there book-stop stations? What is there beyond central libraries on individual islands?

MR. DOUGLAS: We have bookmobile services in St. Thomas and in St. Croix, nothing in St. John. St. John is very small and has only about 2,500 people, and there isn't a bookmobile designed that will go up and down the hills. So we have a very new and aggressive children's outreach program.

The bookmobile is not engaged so far in the routine servicing of books to library patrons, but it is going and presenting children's programs and taking children's books to Head Start and Day Care centers and to the schools where there are no library facilities. There are six elementary schools in St. Thomas that have no library facilities.

I will just continue on the children's services because it is getting so active:

We have two librarians going out in the street in the late afternoon and telling children's -- giving "children's hours" on the sidewalk. And I think we have more tourists than children listening to our children's hour sometimes. We plan to develop parent-child study centers in the more remote areas of the Island. These will be staffed by qualified library personnel, and in this way we intend to lure additional readers into the library system and to provide a service to children, doing their homework -- whatever, that the school cannot do.

THE CHAIRMAN: In your testimony, you said that all of these outreach programs now are supported out of federal funds?

MR. DOUGLAS: That's right. They all are. It is amazing how far these dollars go, because we have people on our staff who work from eight to eleven at night, six -- five, six, seven days a week sometimes. We have a very dedicated staff, and they are feeling emotionally the kind of unnerving thing of losing their little bit of support, and they don't know what to do, because they can't carry it themselves.

MISS SCOTT: Has there ever been any attempt to go for private funding in the Islands?

I am thinking of, you know, naturally, St. John's is practically all Rockefeller.

MR. DOUGLAS: We once asked the Rockefeller Foundation to purchase a building on St. John's, which was up for sale. It was a store and it would have made a perfect small library -- and we were told that they didn't have the money.

(Laughter.)

THE CHAIRMAN: Any other questions?

Well, Mr. Douglas, we do thank you and appreciate your making this long trip to present your case, and we certainly hope that we can at least get the problem presented in areas where it will get some attention.

And I wish you luck.

MR. DOUGLAS: Thank you.

THE CHAIRMAN: Well, now is Emily Payne present? Is Miss Payne not here?

And I don't suppose Miss Smith has arrived yet. What about Mr. Wellslager?

MR. WELLSLAGER: Yes.

Whereupon

O. M. WELLSLAGER, JR.

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: We have to skip a number of people, but if you are ready, we could probably use the time to advantage.

MR. WELLSLAGER: Is this where you would like me to sit?

THE CHAIRMAN: Yes, please.

MR. WELLSLAGER: All right.

THE CHAIRMAN: And just pull the mike up so that we can all hear you.

Now you probably have a statement that you would like to make, since we did not get an advance statement from you.

MR. WELLSLAGER: My statement will be purely extemporaneous.

THE CHAIRMAN: All right.

MR. WELLSLAGER: I will give you some written data, if you so desire, at a later date.

THE CHAIRMAN: Good.

MR. WELLSLAGER: Basically, I would like to address myself to what I feel and what we feel in the State of Florida is a real crushing problem.

The Department of Commerce in Florida very recently established a kind of a foward thinking program in which they are trying to go ahead -- perhaps without federal support -- and initiate some form of logical development, better life, if you will, whatever you want to call it, in what is predominantly the rural areas of Florida.

Now I don't know how well acquainted you all are with Florida, but let me tell you that there are some very highly urbanized areas of Florida, and at the same time there are some extremely rural portions.

Well, we have what I classify as an unbalanced economy, in that we have a lot of open space, a lot of areas where development can transpire, and we don't have real resources in these ares where development has not transpired. But we do have some very interesting people out there, and as I see these people they relate directly to three items that came to me in your initial letter. And these are:

User needs.

Adequacies and deficiencies of current service.

And technology.

Now let me explain to you why I feel this way. We have ultimately planned the placement of two professional, highly-skilled individuals in six areas of Florida. And these men will, by and large, be individuals with technical engineering backgrounds, and they will also be community development specialists.

And one function -- a very narrow function -- that these men have, is to work with the existing industry, the entrepreneurs, the enlightened people, and start endeavors that create jobs, that are nowhere to be found in these areas at the present time.

Now I put this on one side of a ledger, and over on the other side of the ledger I see hundreds -- maybe even thousands, but I only see hundreds -- of trade journals and other highly specialized information containing documents that come out on a weekly basis, on a monthly basis, sometimes even a yearly basis, and there is a tremendous amount of information within these documents. But you know what? It is locked in there. It can't come out unless you know how to drag it out forcefully.

And the guy or the fellow that is running a business or trying to initiate what he thinks is an exciting idea in rural Florida hasn't got a chance in the world of getting that information out. And if I do nothing else today, I would very much like to spring on you people the possibility of a challenge of some way or another instilling in every author that puts anything into print the idea of correlating his thrust of his remarks to what the Bureau of the Budget has set up -- the Federal Bureau of the Budget has set up as what is called an "S. I. C. number", a Standard Industrial Classification number.

Everything we do in this country -- even to running libraries -- has an S. I. C. number. It is a very simple four -- it starts at two and goes to four and expands into eight digits, and it very precisely details out what a given job, a vocation, or economic activity entails.

All right, now envision, if you would, a hypothetical case:

We have in the City of Pensacola a man who is in the restaurant business at the present time. Prior to his present activities, he was in the frozen food business. But his facility was damaged and he had to go out of business, and now he is going back into business, and he has done everything that we have told him to do. But several years have passed between the time that he went out of business and his reinsertion into the production of convenience frozen foods. Do you have any idea how the laws have changed in food preparation, in food treatment, in food packaging, in freezing technology, in the transportation of frozen foods?

I cite this only as an example. This man wants to do a good job. He wants to provide job opportunities for rural Floridians, and yet he is caught in a real crush, if you will, of wanting to do the job right and not having ready access to the information that he needs.

Now as I have said to you, we are going to have the men out in the field to work with him. We already have some of them. But we don't have the information. We know it is available. We know where it is. But the physical extraction process is one that just about overwhelms us.

Now that is the very basis of my remarks. I could give you perhaps six or eight repeat type of illustrations that point out a need between information, on the one hand, and information that is locked into some document, on the other.

But let me also insert one general thought in here, and that is this, that the federal government has initiated, but not funded, a Rural Development Act -- and I am not going to get into the politics of whether that is right or wrong, whether what they have done is right or wrong, or whether their funding curtailment is right or wrong, but there are a lot of people, enlightened people, who have stated on record that there is a need for rural development, and if there is any one of you sitting up here looking at me now that doesn't believe that, I would sure like to give you a little dialogue sometime when we have got a lot of time.

But this cannot and will not transpire easily, and it can best transpire when all of the resources that are available to accelerate and bring about this development are put to good use.

I want you very much to consider the possibility of how you all, as an enlightened agency, can put this information out. Please, sir, please, all of you.

THE CHAIRMAN: All right.

MR. WELLSLAGER: I am begging you, practically.

THE CHAIRMAN: Let me ask you, Mr. Wellslager, the federal government and the Department of Commerce does run an information service for federal reports, technical reports?

MR. WELLSLAGER: Yes, sir.

THE CHAIRMAN: Am I not right?

MR. WELLSLAGER: That is correct.

MR. STEVENS: N. T. I. S.

THE CHAIRMAN: N. T. I. S.

MR. WELLSLAGER: Right.

THE CHAIRMAN: Are you recommending that N. T. I. S., or something like it, be also set up for the non-governmental reports and periodicals and things of that sort?

MR. WELLSLAGER: If I understand correctly what you are saying, I think that that would probably be a good idea, yes.

THE CHAIRMAN: Mr. Stevens.

MR. WELLSLAGER: There was at one time a program, also funded by the federal government, called the State Technical Services Act, and for some reason or another -- I am not exactly sure which -- this was curtailed. I think where it was operational in a good way, it did an excellent job. At the time that it was operational in the State of Georgia, I was working for Georgia Tech in one of their field branch offices, and we derived -- at that time we were obtaining a dollar return of twenty-two dollars for every dollar spent in benefits for information dispersal and application. The dispersal of information isn't worth a toot unless you apply it. We have the application force.

All that I am saying is that I think that it is tragic -- really nationally tragic -- that we don't have some means of taking practically every trade journal and codifying it.

And I frankly believe that if the food industry could be required to state what are the various components that go into every product that is manufactured on the label, some enlightened editor of every trade journal could certainly decide what it is in, at least, a codified number system that is going into the various components in his publication.

And now if we could elaborate on that and provide a condensed abstract that would accompany that, that would be even better. But at a very minimum I think a codification by S. I. C. of all published data, is certainly in the best national interest and surely in the best interests of rural development.

MR. STEVENS: Is that the only federal role that you see that this Commission ought to work on, as far as you are concerned, is that codification of published material for the information needs of producers?

MR. WELLSLAGER: Mr. Stevens, regretfully I apologize for not being fully cognizant of all of your programs, and I am remiss in this.

MR. STEVENS: Well, I don't --

MR. WELLSLAGER: But no, no, let me just respond.

One, in the State of Florida, we want to provide a real quality of life in a little town called Touey. We are nationally advertising Touey. Set your plant in Touey. But who in the heck wants to move to Touey if their kids can't have a library or some kind of decent education facilities?

So if you all have a principal thrust, as I believe the gentleman was referring from the Virgin Islands, in providing library facilities for -- O. K., what he classified as poorer areas, I guess, I sure as heck would go on record as advocating something of that nature too.

MR. STEVENS: I want to say that I think that this Commission very much needs the statement from the community that you represent -- the business community, the industrial community, however it exists. We have heard too little from special libraries, too little from people who use information.

What I want to make sure that the Commission hears from you is that your need is for codification and not for something in addition to that.

MR. WELLSLAGER: That is correct. Let me cite you another case that happened yesterday:

We got a call from an individual that wants to irradiate food products and thereby eliminate the necessity to can and go into elaborate packaging.

We in the Department of Commerce have a professional library at Tallahassee. We had absolutely nothing on this subject. And I was told that if I wanted to go to Tampa, there might be the information there.

Well, I wasn't about to go to Tampa to get the information. There are other sources. I can come up to Atlanta and get it quicker than I can go to Tampa, but I don't even know where it is to go in Tampa to get the codified information.

And I am saying to you -- and I hope you believe me -- that there is so much data in published form that is just waiting to be put into use, if the vehicle or the delivery system is set up to do it.

THE CHAIRMAN: Now, John Lorenz, maybe you have something helpful.

MR. LORENZ: I wonder if you using the resources presently existing.

For example, what is your closest large technical library?

MR. WELLSLAGER: We have in Tallahassee, we have, going up from the smallest to the most professional, we have our own in-house library, the Florida Department of Commerce. The City of Tallahassee and Leon County have their library system.

But for our technical information, when we go to extract it, we go to the Florida State University.

MR. LORENZ: Yes.

MR. WELLSLAGER: Which has an excellent collection. But again the collection is there, but so much, Mr. Lorenz, can escape you.

MR. LORENZ: But do they have technical librarians whom you have asked to assist you in your research?

MR. WELLSLAGER: Yes, sir, they do. And let me say this:

Last year -- and I am not trying to inject in this a degree of levity --but last year in the City of Atlanta, some enterprising individual on the Constitution staff took his income tax information and took it to about ten different people, and they all came up with different answers.

Well, as an experiment, sir, I took the need of a particular individual in the State of Florida for information for an industry, and I gave it to three separate people, and there were common items that they came back with, but they each then interpreted and missed peripheral and related items.

And I think -- and I really passionately believe -- that that problem could be eliminated if we could go to some kind of master codification system.

MR. LORENZ: There are various technical indexes which you are familiar with.

MR. WELLSLAGER: There are, yes.

MR. LORENZ: Which have established subject terminology which would be very much in the nature of your assignment.

MR. WELLSLAGER: Yes, sir, that is correct.

MR. LORENZ: Are you saying, also, that these technical terms that have been established, say, by the Industrial Arts Index, and so forth, are not adequate for your research purposes?

MR. WELLSLAGER: That is correct.

One, you know, sir, in any good dictionary, you can look up a word and it has about four or five meanings. And I know that an S. I. C. number can have an umbrella effect and have several categories under it. But it also really gets down to a really very finite grinding and says exactly what its purpose is.

And I think this is, as I see it, we have got a fantastic opportunity, if we can -- if you all; I can't -- if you all can perhaps initiate something of this nature.

And I am sure that you have lots of crackpot people coming in here and trying to bounce ideas off of you, and maybe I am one of them, but I really believe that.

MR. LORENZ: Well, we certainly should look into this S. I. C. number system.

MR. WELLSLAGER: Absolutely.

MR. LORENZ: Which hasn't come to my attention before.

Has that now been fully developed?

MR. WELLSLAGER: Sir, it has been operational since in the nineteen-sixties, and the Bureau of the Budget -- Management and Budget -- uses it as its holy gospel, so to speak.

MR. LORENZ: Yes.

MR. WELLSLAGER: And I have been into the economic development business now going on fifteen years and I have used the thing constantly, and it has always kind of occurred data.

It wouldn't be hard to do, great golly Moses!

MR. LORENZ: Have you talked to any officials in Washington about this, for example, the head of the National Technical Information Service?

MR. WELLSLAGER: No, sir, I am sorry, I have not. I am basically an operational type individual. I am, I really have --

MR. LORENZ: So this is the first time you have given this suggestion to a national body or a national commission?

MR. WELLSLAGER: Absolutely.

Now maybe -- I am not saying that my ideas are a stroke of genius or anything else, and I am sure that someone else has come up with it. All I know is that today, on this day in March, I am sitting here practically badgering you people into taking a hard and sharp look at this, because if you do, you will be doing a service for all of the people in Florida, and for all of the people in Touey, and from my past experience, all of the people in the State of Georgia -- and that has been my recent work history.

So I would very much encourage you, and admonish you.

THE CHAIRMAN: Well, I certainly want to encourage you to write it up and send it to us.

MR. WELLSLAGER: Well, if you want it, Mr. Burkhardt, it would be my pleasure, sir, to get it on to you.

THE CHAIRMAN: Now also I was interested in your testimony that you seemed peculiarly concerned with the problems of the rural areas, as distinguished from the cities.

MR. WELLSLAGER: Yes, sir.

THE CHAIRMAN: This same problem, of course, occurs in the city, too.

I mean, it is not only a rural problem, is it?

MR. WELLSLAGER: That is true, but being realistic about it, I think that if people have an urgent information need, and they live in Atlanta or some place like that, they can get it. I can get it.

THE CHAIRMAN: Yes.

MR. WELLSLAGER: I used to have an office for Georgia Tech over in Carrollton, which you all know is forty miles due west of here, and when we needed very precise information, it was no problem to come to Atlanta to get it.

It would have been great if we could have had a remote terminal at the regional library in Carrollton, or at the West Georgia College over there, and availed ourselves of a kind of give and take relationship with the machine, but sometimes you have to dig a little bit beyond what the machine's capability is. I have a great respect for machinery.

But if we are going to approach some kind of a logical cure for some of the urban needs by making the rural areas of this country -- and there are a lot of them -- a desirable place to live, I think providing libraries and information retrieval sources is one gigantic step in that direction.

If you never have had an opportunity, I can speak for Carrollton, which is slightly west of here. The city is an old community, but one of the most modern physical plants in that town is a regional library, headed by a very enlightened lady called Edith Foster -- her name is Edith Foster, and she has got one of the most fantastic plants over there. And you know what? It complements every phase of life in that town.

So I would also, I guess, in many respects, if I can take the liberty, encourage you to interject some of your energies and to, in whatever way you can, make the rural areas a better place in which to live. And if that is a function of the National Commission, then I highly recommend that you look into that.

THE CHAIRMAN: Bessie.

MRS. MOORE: He has answered part of what I wanted to suggest.

And that is, I was going to say that you are a very fine spokesman for the business interests, and economic development.

MR. WELLSLAGER: Well, thank you.

MRS. MOORE: I too do some work in that line, and I am greatly interested in it, and I am from a rural State. But I am wondering if you have ever told anyone in the governing bodies of the state legislatures how you feel about libraries being an economic asset, as well as a cultural asset? People like you can have great influence with legislative bodies.

Because of your very basic experience, you can have more influence with legislative bodies than a librarian can, because they are judged to have a selfish interest. And you could be of great value yourself in this.

MR. WELLSLAGER: I think I understand that, and I thank you for your flattering comment.

But up until about July of last year I worked for Georgia Tech, as I stated, and we were kind of squelched, I think, in showing what a library can do, particularly in the rural areas.

Since that time I have gone to the State of Florida, and we are practically making love daily with the legislature down there to try to instill into those people an idea for something that they have had no idea about before. We are bringing something brand new down there, and we ripped it totally out of the State of Georgia, and we put it, we transplanted it down there into Florida, and we are going to bring about some fantastic things down there, because they just didn't want to do it.

MRS. MOORE: Well, the legislatures always respond to economic development.

MR. WELLSLAGER: Well --

MRS. MOORE: I am afraid better than they do to cultural development.

MR. WELLSLAGER: But cultural development can be -- it is a related, if not leading, part of economic development. Who is going to have -- who is going to have any kind of logical development in a place that they can't enjoy going and living in?

MRS. MOORE: I agree with you completely but sometimes legislators don't equate the two.

MR. WELLSLAGER: Well, it will --

MRS. MOORE: From your experience, you can be most helpful and I would encourage you to do it.

MR. WELLSLAGER: It is my life. I will do it.

(Laughter.)

But, by the same token, you all have got clout, I assume, that I have no way of getting to, and so I also say, you do it, I'll do it, and we'll do it together! O. K.?

MRS. MOORE: That's fine.

(Laughter.)

MR. WELLSLAGER: O. K.

THE CHAIRMAN: Good luck, and we hope you don't have to move to still another state!

(Laughter.)

MR. WELLSLAGER: Oh, I don't think I will, sir. I think the State of Florida is most enlightened in its programs and I am sure we will have a great opportunity.

THE CHAIRMAN: Thank you very much, and we look forward to hearing from you.

MR. WELLSLAGER: Thank you, sir, and I appreciate the opportunity.

THE CHAIRMAN: I understand that Janet Smith has now arrived.

Would you like to come forward, please?

Whereupon

JANET SMITH

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Miss Janet Smith is Director of the Highland Rim Regional Library in Murfreesboro, Tennessee. Did you have airplane troubles getting here, Miss Smith?

MISS SMITH: Yes, a slow flight out.

THE CHAIRMAN: Move the mike right up so we can hear you.

MISS SMITH: All right. Up? Is that right.

THE CHAIRMAN: Yes, good.

Would you like to make a brief statement or add anything to the written statement you sent to the Commission? Or would you prefer to have us go right into the questions now?

MISS SMITH: I believe, let's go into the questions and then I might add a little bit, later.

THE CHAIRMAN: O. K. You were mainly concerned with the financial constrictions that were on regional services, as I remember?

MISS SMITH: Yes, sir, that is correct.

THE CHAIRMAN: In your testimony.

MISS SMITH: We have been in a real bind in Tennessee.

THE CHAIRMAN: In your testimony, if I may start out with the other members of the Commission, you referred to using rating sheets to determine the strengths and weaknesses of the individual libraries in the region.

What sort of categories did you have to arrive at these conclusions? And what are the lines, so to speak, or the information that you would get?

MISS SMITH: Well, it was divided into the aspect of physical facilities, materials, services -- the board members rated themselves as to their strengths and weaknesses. It was put out by A. L. A. It was a yellow sheet.

THE CHAIRMAN: I see.

MISS SMITH: A yellow booklet, put out by A. L. A.

several years ago.

THE CHAIRMAN: You use the A. L. A.?

MISS SMITH: Yes, the minimum standards on small libraries.

THE CHAIRMAN: Does it work?

MISS SMITH: So far, yes, sir.

We were supposed to do it every year, and I felt like that at the point we started, it would be a little discouraging and people would tend to try to do things that would show up good, so I have done it every four or five years periodically. We make a significant breakthrough; then we drag out the rating sheet and then we see where else we need to go.

THE CHAIRMAN: Yes.

MISS SMITH: But looking at it realistically and building firmly on the base that we could at any given point.

THE CHAIRMAN: Lou.

MR. LERNER: I note one item in your testimony which I would like to have you explain.

You talk about this rural region in middle Tennessee with its well-defined suburban reading tastes, and I don't understand that because most of the testimony that we have heard in terms of rural areas is that they are not well-defined suburban reading tastes, that the problems in rural areas are substantially different in delivery of different types of services, and that you have to tailor, you know, different services to them, and I don't quite understand this. If you could explain it?

MISS SMITH: Well, this is quite true. It is a real difficult proposition.

But we, in my nine counties, cluster around a university town. We draw on people working at the Redstone Arsenal in Huntsville with their intellectual needs other than what can be met from their technical library and through Arnold Engineering over in another county area, Arnold Engineering. And these things have brought people into our area from larger metropolitan areas, who have demanded that we exceed ourselves at times in what we were able to do with the money that was available to us. And, of course, we are near Nashville. We are within a thirty-minute drive of Nashville, with its colleges and universities.

So our region is partially rural, with the interests of the rural people, farming, some industry, light industry, and the problem is getting the materials that they need and getting them to them.

THE CHAIRMAN: So that actually what you have is a big range?

MISS SMITH: Yes, sir.

THE CHAIRMAN: Of reading abilities and tastes?

MISS SMITH: Very much so.

THE CHAIRMAN: Part of which is the upper level, so-called, suburban.

MISS SMITH: The counties, also, the counties that I serve, fall in the higher reading ability of the State.

THE CHAIRMAN: Yes.

MR. LORENZ: What do you do about serving residents of another State? Provide them with free service?

MISS SMITH: Well, I have a sneaking hunch that over there in Franklin County that I am serving some Alabama and Georgia people, and I am not going to turn anybody away. I am not supposed to. And they come into Tennessee and they borrow books from my stations, but I don't know for sure that they are Tennessee or Alabama residents, but if they want to read and they return the books, I see no harm.

MR. LORENZ: So it is a free service?

MISS SMITH: It is a completely free service, yes, sir.

THE CHAIRMAN: You referred to, there is still a need for a special service to rural residents who cannot or will not use the county library, but you don't spell that out. What do you have in mind there?

MISS SMITH: Well, we are at the point where the bookmobile service in Tennessee -- we haven't had the funds to buy additional bookmobiles, and our vehicles are getting in a pretty bad state of repair. And we need to open more servic points in the rural communities, with bookmobile stations in homes, post offices, community centers, and this type of thing, and it is getting extremely difficult to continue our present service, and very little hopes of opening additional service points to the rural residents.

Our road system is, I would say, as good or better than average. But there are people who live several miles from town, who do not have an automobile or cannot drive, who simply have to depend on neighbors to get them into town to get the necessities, and many times they hesitate to ask to go by the public library, though most of our libraries are open more than thirty hours a week. The majority of them are open at least fifty hours a week now.

THE CHAIRMAN: That is very good.

MR. LORENZ: What percentage of your total budget would be federal and-or state funds?

MISS SMITH: Out of our 1972-73 operational budget, eleven per cent came from federal funding; the rest was state funding.

MR. LORENZ: The balance was state funding?

MISS SMITH: The balance was state funding, yes, sir.

MR. LORENZ: Is there no local support?

MISS SMITH: The local support, it is set up where the local support goes to the support of the local public library.

Tennessee's system was started on this basis, that if a county could and would do for itself, to maintain its own public library service at a specified minimum level, then the state would supplement through the regional center -- books, services, personnel.

MR. LORENZ: Is there any indication that the state funds may pick up the federal funds, if those do collapse?

MISS SMITH: Well, now two years ago state funds did double in Tennessee. We put on a whirlwind campaign of three weeks, and the state appropriation was doubled. We were losing, going to lose, oh, sixty per cent of our budget -- we would have collapsed, I am afraid, but the state did pick up that, and we do have hopes, and efforts are being made in the state. Our State Director is working. The legislature is now in session. And we do have strong hopes of the state getting some additional financing -- but at this point I wouldn't want to commit myself as to what I anticipate or what could or couldn't happen.

THE CHAIRMAN: What was the constituency that you rallied to get these?

MISS SMITH: Library boards and bookmobile users from the rural counties. They wrote letters to the Governor, to the legislature, and I have -- back home I have several very fine file copies of letters of people telling what the service meant to them.

THE CHAIRMAN: Do you have any organized citizens' groups, Friends of the Library, or anything of that kind?

MISS SMITH: Not as such. Many of our library boards do have what they call an advisory board, which would be an equivalent, I think, to a Friends' group.

THE CHAIRMAN: Yes.

MISS SMITH: It acts as a training ground for prospective members, and persons that they think might be a good member, that they want to recommend to the county court or the city council for appointment would get an idea of what the library's functions were, what their functions would be as board directors, board members, and this would prove whether or not they were really interested or if it was just a community status symbol. We haven't got room for just "status symbol" people there. They are a hard working group of people.

THE CHAIRMAN: Chuck.

MR. STEVENS: I wonder if you could tell us about books by mail in your regional area for reaching very remote, remotely located individuals?

And perhaps you could also answer about the replacement schedule on bookmobiles, and where you expect the money to come from to replace the ones that are deteriorating?

MISS SMITH: All right, the mail, we mail books to individuals -- we receive phone calls occasionally from our bookmobile people, that the bookmobile was there last week, but we need thus and so just as soon as you can get it to me; if it is on the shelf, it goes out in the very afternoon mail. If it is not on the shelf, we contact, we locate the library it is in, or the station. We make a phone call, if necessary and we have that person put it in the mail, giving full information. We get it to the patron just as quickly as possible.

We also regularly mail and make special circuits with our station wagon to our county libraries of books and materials that they need.

If the library needs something, or a patron needs something in the library, and we can't manage a courier service because there are only eight of us on the staff, and if I have got two bookmobiles that are running and I am making up some schedules, I may or may not have someone who can manage the whole day to get out into the region, so occasionally we will even drive into Murfreesboro and pick up some materials. We tell them to "Return it to your bookmobile station, or to your local library."

So we try to be as speedy as possible, and use any means. We even ask, if we catch a board member, the library catches a board member or a student at the college or someone passing, "Go by the regional library; I need thus and so." And so we have a pretty good lay group of courier service, free courier service, to get the books, and we utilize every means possible.

On the replacement of the bookmobiles, we have been replacing them at the rate of -- the state replacing them at the rate of two per year, going to the oldest two, prorating it on a regular rotation basis.

I am not sure just exactly how this is going to be handled. There is a possibility of the state funds, part of the state budget, going into vehicle replacement. If not, our regional boards will be working with our State Librarian, and we will be taking part of our very precious book budget in order to purchase some type of replacement vehicle. My board feels that strongly that the bookmobile must continue to run in rural Tennessee.

And I feel that the operational boards will feel the same way. And when our regional board says we have to take it out of the book budget, it is that important, you can rest assured, because this year we only had fourteen thousand dollars to put into our book budget. So that should tell you how important it is to some of these people.

THE CHAIRMAN: Any other questions from the Commission members?

MR. LORENZ: Does the state have some kind of guideline standard for the amount of total support per capita?

MISS SMITH: Yes, back in 1960, I believe -- '59-'60, there was a legislative study, and they set up new guidelines for the county support, based on the relative taxpaying ability and adjusted -- it was the formula used by the school system, distribution of state funds, but it was gauging each county, what it could do for itself at that rate, and based on -- and I believe they have gotten it up to an average of fifty or seventy-five cents per capita adjusted by that relative taxpaying ability scale.

MR. LORENZ: And translating that into today's dollars, it would probably be at least double that, I suppose?

MISS SMITH: Well, now it ranges -- per capita expenditures in the nine counties range from about forty-five cents per capita to approximately $1.20 per capita per county. The overall average is about seventy-one cents per capita for the nine counties.

The regional centers averaged out about thirty-eight cents per capita for the entire, so that is an extreme. I am amazed that we are able to do anything really to supplement, but the staff -- the staff and I have been there for a good many years, and we feel that the experience and the things that we can do for the libraries have balanced against this slow-down in books that we have been able to provide, that we have been able to go in and provide services that they could not do for themselves, because none of these small county libraries have a professionally trained graduate librarian. Only -- well, one out of nine counties has an M. A. degree librarian.

I have this year for the first time been able to have an assistant with a master's degree in library science.

THE CHAIRMAN: Les.

DEAN DUNLAP: Who recommends the books that you would need in these nine counties? Since you provide a supplementary service, and you have only $14,000 with which to purchase books, you must have a very difficult time resolving which ones to buy.

MISS SMITH: Yes, we do. I do the major part of the book selection. I base part of it on just what I read in reviews and select from what is good and authors that I know that the people will be demanding.

I base it on the requests that we received. We filled some three thousand special requests last year -- subject, or special author, or a definite book that they wanted by a definite author. Of those, we purchased a good many, so we have rounded out our collection in this manner, basing it on the needs of the people, and the requests coming from the people.

We have area resource centers in Tennessee, but we only had to refer to that about 135 times last year. We were able to meet the major portion of the needs of our people ourselves from our own collection.

DEAN DUNLAP: Do you have knowledge of whether a particular title is held by one of the local libraries in your nine counties before you consider whether to purchase a title or a copy?

MISS SMITH: Just from if it is something that I am in doubt about and I definitely would take that in consideration, I do have card catalogs and can check.

DEAN DUNLAP: You do?

MISS SMITH: By phone, or verify it if I happen to be in that library and need to know the information. We do have for the five counties that we process books, we do maintain a title file of everything that we process for them.

DEAN DUNLAP: I see.

MISS SMITH: And so we do try to dovetail the selections and not buy something unnecessarily, and we do, particularly, on the expensive items.

MISS SCOTT: What about the training of your staff that is not professional?

MISS SMITH: We have extensive in-service training classes. I conduct four in-service training sessions a year. The librarians come in to the center, and I dub it a "mini-library science class".

I give them pop quizzes. I give them homework. They do their pop quizzes. They do their homework. They participate actively in the sessions.

If I am, for instance, doing a reference lesson, then I tell them, "You will find the answer to these questions in this room." And I have stacks of slips of paper and they will pull a question, and they are supposed to locate the answer, and it gives them practical use in working with the reference tools.

I would like to say that barring illness on the part of a staff member or something unforeseen, I have a hundred per cent attendance. And everyone has been amazed when I say I throw them pop quizzes. But they like it. And then we evaluate those quizzes on the spot, and it gives us points of discussion, because they want to know, they want to learn, they want to do the best job possible for the people in their community.

MISS SCOTT: What is the turnover rate on the personnel?

MISS SMITH: Well, we have got one of the most stable groups, I think, in the state. Most of my staff members that work directly under me have been with me from six to twenty years. My secretary has been there a little bit longer than I have.

My assistant was bookmobile librarian for me for five years, and took graduate school while on a leave of absence, and came back to me in the fall. She knows the community.

And at the local library levels, I am now beginning to have some retirements, but I have a very young -- fairly young, compared to the rest of the state, but this last year I have had, I think I have gotten my fourth one, probably by tomorrow my fourth one will be resigning to leave the state. But we are getting good replacements for these people and the salaries have been upped by the local boards to try to get people with some college training.

One of my boards that is looking to retirement for an older librarian -- they are going to get a better qualified person, pooling their salaries, getting a full-time person with as much training as possible, with a part-time assistant for relief work.

THE CHAIRMAN: Mr. Lerner.

MR. LERNER: I would just like to comment.

I am from an urban library and Mr. Lorenz asked me before, when you were commenting on what your per capita expenditure were on libraries, and ours is six dollars per capita, and this is the lowest -- Chicago is the lowest of any of the top larger cities in the country. And the job that you are doing -- which I for one feel very strongly about, because we have been getting testimony about rural areas -- the job that you are doing is incredible.

MISS SMITH: It has taken a lot of love and elbow grease!

(Laughter.)

But I am a native of Tennessee, rural Tennessee. Tennessee is my home, has been my home; I got my education there. And it is extremely important to me. I am doing something for the people of my state.

THE CHAIRMAN: Very good.

MISS SMITH: And I will stick it out through thick or thin -- and we have had some pretty thin times and it may get thinner!

(Laughter.)

This thirty-eight cents is my region; I think it runs a little bit better than that for the state as a whole. I think it runs better than a dollar for the state as a whole. Memphis, I believe Mr. Wallace has quoted us about three dollars or better per capita being spent in Memphis, Shelby County, our very rich neighbor!

THE CHAIRMAN: Are there any other questions? If not, we do thank you.

MISS SMITH: Well, I would like to add that on the distribution of state funds, I am serving on the committee analyzing formulas. We are getting formulas from other states, and we are trying to come up with an equitable distribution of the state funds whereby the metropolitan counties will feel that they are getting their fair share of the funds.

THE CHAIRMAN: You are not talking about revenue sharing?

MISS SMITH: No, just the state appropriations.

THE CHAIRMAN: The state appropriations, right.

MISS SMITH: And each county -- one of my counties on revenue sharing is going to get an addition to their building. I am told another county will, under Title II, L. S. C. A., in Lincoln County -- we need a matching $100,000 and I am told that we may have to get it from revenue sharing but we are going to try to get that money because we need that building.

We are in a room in this particular small library about fifteen by twenty, and it is the most crowded of my facilities. I am sure that you read in my testimony that in the last ten years my tenth building is under construction and this one is waiting for construction.

MR. LORENZ: Do you see any opportunity under local revenue sharing that any of these local funds may be pooled to assist the regional library? Or would this be too much against human nature?

MISS SMITH: Well, I don't know. It was opened. The possibility was opened at my regional board meeting in January. One of the board members said, "Well, we are in such dire plight, why can't we go to our counties and our cities in this region and ask them for a pro rata share of enough money to buy us a new bookmobile.

MR. LORENZ: Yes.

MISS SMITH: So with boards thinking like this and beating me to the punch, we just might get there with it. I just don't know. I don't put it out of the realm of possibility. I don't say that it is probable, but I don't discount it, because when these library board members make up their minds that they are going to do something, they get it done.

MR. LORENZ: How many local jurisdictions receiving revenue sharing funds would there be in your region?

MISS SMITH: Well, there would be nine counties, and I know eleven municipalities or small cities, and then there are some very, very small, of our very small incorporated rural communities -- one I think of, about 800 people. I think they are going to get a very miniscule amount; we are giving them direct service from the bookmobile every two weeks, and I am going to be working with them, hoping that we can get a little money from this to put a permanent structure there with a base collection, even if they have to keep it open with volunteer help and us going out there every couple of weeks to assist, but to be able to give them where they can have instead of service every two weeks -- provided we have got a bookmobile going, to be able to have it several hours during most any day they want.

THE CHAIRMAN: All right, well, thank you very much.

MISS SMITH: Thank you, and thank you very much for delaying me until this time.

THE CHAIRMAN: Right.

Emily Payne. Ms. Payne is the Director of the Tri-County Regional Library in Rome, Georgia.

Whereupon

EMILY PAYNE

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: And I imagine, you have not sent us any written testimony, have you, Ms. Payne?

MS. PAYNE: I did, but perhaps it did not get out to each of you; it was rather late.

THE CHAIRMAN: Well, it was just distributed this morning, yes, I am sorry.

Well, perhaps in view of that you could say very briefly what your main concern is and then we can ask questions. Would you mind?

MS. PAYNE: I think I was asked to appear before you in behalf of the work that we do on the state level in the legislature.

MR. STEVENS: May I interrupt to just say that the Commission members have on two occasions expressed an interest in finding out how Georgia did so well in building up its own state reserves for library resources. And we pursued that, reaching out toward you to help explain to us how we can explain to others how they can do as well for themselves.

Mrs. Moore was particularly interested in having someone come to us and tell us the Georgia story. So that is why we asked you.

MS. PAYNE: It is so nice that you think that we are doing so well for ourselves because sometimes we get very discouraged and think that we are not doing nearly so well as we should be doing.

I don't think there is any one simple answer to this, and it is not something that has just happened within the last few years. It is something that has happened over a long period of time.

Sometimes we damn our legislators and feel that they never do anything that is really constructive and really good for libraries. But somewhere back in the thirties the State of Georgia had some very far-sighted legislators, and they saw that the right statutes were entered into the books that made it possible for state and federal funds to be used in Georgia. And they no longer had to look to the local level for their contributions.

We also must give credit to the late Lucille Nick, who so ably led all of Georgia in developing what we consider now our public libraries to be a network, and we all, while we are autonomous in our own location, we still are a network throughout the state, and this came about through very able leadership.

I would not ever belittle the fact that you want the most dynamic person possible to lead you on your state level. This has gone forward, of course, through our present Director of Public Library Service, Mr. Carleton Thaxton.

Because of the statutes that were enacted back in the thirties, this began in a very orderly process, and we have worked very closely with our legislators. Our Governmental Relations Committee in Georgia is very active. We have fifteen members that make up the Georgia Library Association Governmental Relations Committee, and on that Committee there are five people at large. These people at large may be very influential people out in the community politically. It is also made up of the section chairman of each type of library -- special, college and university, school, public, and then the trustee section. And then the other members are strong people within these particular sections.

We have, going on down to a further level, then in each one of these sections there are ten people, one from each Congressional District, and it is their duty to be informed and to contact their representative, both on the state and federal level.

Of course, as Chairman, it is my responsibility at the moment to know what is happening in the legislature, to know what is possible to happen, and you get this information simply from being there and absorbing by osmosis, more or less, what the atmosphere is at the moment, and to see whether or not you think it might be possible to get the legislators to introduce legislation that would be favorable for libraries -- and this is exactly what happened last year. For the first time we got five hundred thousand dollars into the state budget for public library construction. I believe that no other state has this particular item in their budget; I believe Georgia is the first. I may be wrong in this, but I think Georgia is the first.

This year we have gone back and asked for an additional $500,000.00 in this budget. I understand it is there, but at the moment I wish I were over at the Capitol really.

Mr. Murphy is not with me. He is the Speaker Pro Tem. He is on the Appropriations Committee and he is the person that I have worked with in seeing that this got into the budget. And I am assuming that at this moment the Appropriations Bill has been introduced, about ten o'clock this morning, and I am assuming that debate is going on at the minute.

I wish that I were there to be keeping tabs on what is happening, but I hope that we will have one million dollars, when the legislature adjourns, for public library construction.

In addition to that, we have in the past had 23.9 cents per capita for materials from the state funds, and this year we are asking for an increase of that to 30 cents per capita based on the 1970 census.

MRS. MOORE: Your total funds though for public libraries from the state aid is over five million dollars, is that right?

MS. PAYNE: That's right, approximately six million.

MR. LORENZ: And this would make it the largest per capita state aid in the country, I am quite sure. So you are to be commended on this remarkable achievement.

MS. PAYNE: Thank you.

THE CHAIRMAN: Now Mr. Murphy had hoped to be here, but as you explained --

MS. PAYNE: He sends his regrets.

THE CHAIRMAN: He is now engaged in the appropriation business.

MS. PAYNE: Right.

MR. LORENZ: Would you know about what your total funds from public sources are for library services per capita in the state are at the present time?

MS. PAYNE: No, I don't have that. I would be glad to get it for you and send it, if you would like but I don't have that.

Mr. Thaxton, of course, could --

MRS. MOORE: What sort of local support are you allowed? In other words, is it so many mills? Or do you have a limit?

MS. PAYNE: It varies from region to region. Some libraries are funded locally from millage. Others, like mine -- it is just how good a salesman are you and how well you can twist the arm of your local Commission.

You might be interested in knowing that I serve three counties and my per capita participation now -- and we are very proud of this fact because it has come from thirty-four cents when I first became Director ten years ago to now seventy-five cents. That is locally.

And may I interject here something that I think you all could truly help us with?

One Commissioner last year told me that they would listen to local requests for library support so much more, if it came from someone at the state level or from someone at the federal level. They say in so many agencies "We are told at the state level that we must do something on the local level and they almost twist our arm to support these particular programs", and they said "You have no such organization at the state level, you have no such organization at the federal level. If we knew somebody up above saying that we should give importance to this, then perhaps you would have an easier time in getting local support."

So I think that this is something that you might take back and consider. I don't know just what on the federal level unless it might be a President's Conference; it might get them the prestige that is needed. And I think that we ought to be very frank here and realize that so often it is the prestige of the people that are interested in this that are able to influence the local people and the state people into supporting libraries.

We are old, established organizations that have been here for many years. We are comfortable. We survive. As was said, "I intend to survive; I intend to go on." We do. They take us for granted. We are comfortable places. They know that we are going to do the best we can. And so the time has come, I think, that we become something more than a comfortable institution.

THE CHAIRMAN: Mr. Becker.

MR. LORENZ: Do all of the counties now have public library service in Georgia?

MS. PAYNE: All of them are affailiated with the regional system, with the exception of about six. Now they have library service, but we are a network, having forty-two regional and county systems, and in some way all counties do have some library service, yes.

MR. LORENZ: Yes.

MS. PAYNE: But it is still a struggle.

MR. BECKER: Ms. Payne, if we communicate with the local level, with whom should we communicate, in your view?

MS. PAYNE: Well, I think the Commissioner -- both County and City. This is where your funding comes from, and this to me would be where there should be communication.

(At this point, Dr. Burkhardt left the room and Mrs. Moore assumed the Chair.)

MRS. MOORE: Any other questions from Commission members?

MR. LORENZ: Do national standards for the support of public library service carry any weight in your state level or local level campaigns?

MS. PAYNE: Shall I be completely honest?

(Laughter.)

MR. LORENZ: Yes.

MS. PAYNE: Quite frankly, no. Only as the public librarian or the trustee is able, by their magnetism, to impress upon the local people -- otherwise no.

MRS. MOORE: Do you use any quotation of national standards when you are trying to --

MS. PAYNE: Yes, we do.

MRS. MOORE: When you are trying to get your legislation through? Do you have opposition any time? Do you encounter opposition to library appropriations in your state legislature?

MS. PAYNE: Two weeks ago I would have said no. Today I am not sure. Personalities so often enter into it, and at the moment I think there are two factions shaping up on Capitol Hill. While they are not opposed to libraries, they are opposed to each other, and sometimes this affects it. We may have opposition that develops today simply on that, not that they are opposed to libraries. Everybody is for libraries.

MRS. MOORE: Well, apparently they are in Georgia since you have that much support!

(Laughter.)

MS. PAYNE: Well, we are under the State Department of Education; while we once were under the State Library Commission, we are now under the State Department of Education. And this is one of the better, I suppose I would say, institutions as far as organization and we do have very good communications here and the lines are open all the time directly to the legislature from our very able Superintendent of Schools.

And we think this works to our advantage.

MRS. MOORE: Miss Scott.

MISS SCOTT: Maybe it is just a puzzlement to me, but I don't quite understand a million for construction and not for other services, other types of services.

MS. PAYNE: We already have other types of services.

MRS. MOORE: They have.

MISS SCOTT: Well, I am sure you do, but I wondered that you needed the one million for construction?

MS. PAYNE: If you had had my statement in there, perhaps this would have answered a little bit.

In 1970 the Governor required of all agencies, all bureaus, that they develop a zero budget, and at that time the Public Library Service Division learned that Georgia at that time, at that moment, could use 68 million dollars for construction.

MISS SCOTT: Yes.

MS. PAYNE: And that particular year we were only getting $153,000 for construction under Title II.

And may I say here, the Title II under L. S. C. A., I think, must be given credit in Georgia for all of the interest in public libraries. We could -- as librarian, I could say to my Commission, "Look, we can get out of this old courthouse, or we could get out of this one room over the county jail by -- with matching funds, if you could come up with matching funds", and L. S. C. A. Title II has worked as a catalyst here in Georgia. It has truly helped us in this particular area, and this is one of the reasons I am so distressed that there is nothing for Title II in L. S. C. A.

MRS. MOORE: How many buildings have you constructed or have you had assistance in construction from L. S. C. A. Title II funds, do you recall now?

MS. PAYNE: I don't know that I could give you the exact fugures, but I would say last year we did three. We have three waiting at the moment to be funded. The year before we did four.

I don't know what the total would be, but it is anywhere from two to five a year that we are building.

MR. LORENZ: Can you tell us --

MR. LERNER: Excuse me, Chuck.

MR. LORENZ: Can you tell us roughly about how much of your public library expenditures come from state funds at the present time?

MS. PAYNE: I could only base it on mine and give you actual figures:

I am supported $101,000 locally; I am supported $89,000 statewise; and hopefully $18,000 federalwise.

MR. LORENZ: So it is about fifty-fifty roughly.

MR. LERNER: You said that you were distressed by the cut in L. S. C. A. funds. Now how has your distress manifested itself -- you personally, and other members of the library community?

MS. PAYNE: You mean --

MR. LERNER: In other words, what are you doing about it?

MS. PAYNE: What am I doing about it? All right, we are very fortunate in Georgia in having Mr. Jack Flint from the Fifth District on the Appropriations Committee in Washington, and I have talked to Mr. Flint personally in Washington just a week or so ago.

Again I think that Georgia is most fortunate in having very good rapport with their Congressmen. At any time any of the Governmental Relations Committee can pick up the phone and have their Congressman on almost instantly. We through the past four years have worked very diligently toward this.

I do not think that Mr. Flint would mind my saying that four years ago when we first began working with him he was not really library minded at all, and he greeted me the other day by saying, "You don't have to sell me any more. I am convinced that libraries are important in Georgia." And he assured me that he would work toward, by 1974, having something back in the appropriations budget. But, of course, he is only one man among many.

(At this point the Chairman returned, and resumed the Chair.)

THE CHAIRMAN: Right. Well, thank you, Ms. Payne, very much for coming.

We have one more witness to hear from before we hear the public testimony. Mr. Edward. W. Ransdell. Mr. Ransdell is Field Engineering Supervisor for the Mississippi Authority for Educational Television at Jackson, Mississippi. Whereupon

EDWARD W. RANSDELL

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Welcome, Mr. Ransdell. Would you like to begin with a brief statement, in addition to what you sent us, or would you prefer to have the Commission members begin right away on the questions?

MR. RANSDELL: Well, it is immaterial to me, sir; whatever is your pleasure.

I do have some comments that I would like to make to --

THE CHAIRMAN: Well, why don't you do that now?

MR. RANSDELL: All right, sir.

As was stated, I am with the Mississippi Authority, which is a separate entity in the State of Mississippi. We have been asked for our technical advice to the library system in Mississippi. This is my job, with the schools in this State, and, of course, libraries and schools are both learning institutions, so therefore rather closely connected.

Our educational television system is unique in that it is -- we are, I should say, a production center in Jackson, the State Capital. We have eight -- we will have eight; we have seven on the air now -- we will have an eighth transmitter which will cover the state simultaneously. It is feasible to presently record program materials at any of the libraries in the state, since we do have statewide coverage.

In my previous testimony -- written testimony -- I covered this rather carefully, and mentioned video tape. We also are aware of another system that is being tested today, as a matter of fact, in Atlanta. It is a system known as V. I. D. A. C. The initials I will have to look up because I confuse it -- Video Information Digital Audio Compression. What we are talking about is a device that we will take 940 half hour programs stored on a one-hour tape on a two-inch standard video tape. This can be put across in rather rapid fashion. It is encoded and then it has to be decoded.

This was one advantage over what I had mentioned earlier in regard to using satellites. Satellites are going to be extremely expensive and use of them is going to be important. With some system such as this whereby satellites can be used for transmission of information overseas or what have you, from one library system, say, in Germany, to one in America -- this is the sort of system that could be used for that.

There is another system also, that is Windward, that is being worked on. It is a line connected or, in other words, requires telephone lines to suffice for that system.

The one mention I make and you have used as a theme of cable companies -- in Mississippi we are blessed with some seventy communities having a C. A. T. V. connection. Naturally they are not connected to every home in every community within the vicinity, but with the recent acceptance, let us say, of cable companies as a business, the F. C. C. regulating them, we are going to see the technique develop further, we are going to see much advance in the world of transmission. It will be possible to have high resolution camera pictures over C. A. T. V. systems in the very near future.

In Jackson at present there is a two-way system going in, and in some of the other areas we have a two-way system. This is going to be in future the C. A. T. V. system.

I would feel that much advantage should be taken by libraries in the use of closed circuit. The young lawyer or the young doctor that may not have information at his fingertips in a library that he may have in his office could allow the library, if possible, to encode, and using sub-channels or mid-channels, it is possible to put this into a cable circuit where it is closed circuit, in other words, and the average public would not have access to it, except on the occasion of knowing a code or knowing on what channel it would be, and having a converter for that particular channel.

These are some of the ideas that we advance. We also feel that we cannot emphasize enough that libraries, as we have found them in schools, are not going to use modern electronic technology unless there is some individual or somebody that knows how and will use this and will recognize a malfunction and be able to immediately correct it.

And along this line we are stressing, in the State of Mississippi, for particularly the junior colleges to fill this gap. It is our feeling that for the engineer type of person, first of all, this person is necessary. Secondly, the salary required from a graduate engineer is too high for a library to afford.

But it is important that they have someone that is interested and will operate the equipment. The equipment can be anything from, well, a video tape recorder to cameras to decoders to what have you.

We know that in the classroom instruction that teachers will not use equipment. We have found it true with projectors, film projectors, if this equipment is not going to be dependable. It has only been recently that we could suggest any video tape equipment that we really felt the teacher could use in the classroom, and the same thing holds true for libraries.

We have been waiting for some years for a cartridge or cassette type of video recorder. That day is finally here. Let us hope that it has not stopped or will not stop at this point.

We can visualize later a desk recorder, something similar to the cheap phonograph records that some of us as old as I am will remember, that came out a number of years ago, and you could sail them through the air. This kind of thing would be ideal in libraries for possibly storing information, or where a person comes in and checks out a player and takes it home much like you would a projector and might use this in a series. It could be foreign language lessons, or it could be something in the way of vocations to get information on.

The cassette concept is practical with libraries, but here again the ones we know today are not the sort of portable things that we would expect. We are talking about forty-five to sixty pounds, and this isn't portable. But there is going to come a day very soon when there will be such a device.

This is another way that libraries will be able to supply education and information for communities, whether it be rural or urban.

We have high hopes for the black population in

Mississippi in this field. And getting back to the technician type of person, it has been my experience that some of our best people that we have operating equipment in the field are the black race. And these people, due probably to their background, they are mechanically oriented. They don't take something to the store and get it fixed or to the shop, but they attempt it themselves.

One of the best fellows that I know was a farmer and he had worked on a tractor, and he wanted some information for operating some technical equipment, and I told him one time, I talked to him and told him one time what should be done with the various levers, the various cables and so forth, and that was all it took. He was quite understanding of the situation.

And so I do feel that this opens up a new field for these people in Mississippi.

We have -- I am sorry, sir.

MR. LERNER: Has there been an expansion of cable into the rural areas at all? Or is it limited to cities and towns with a fairly decent density?

MR. RANSDELL: Some of both, sir. We have some rather small communities that do have cable systems. These are the cable systems that suffer from not having the money behind them to give a perfect quality picture, so to speak. But, nevertheless, Mississippi was for a long time in a position where many areas could not receive television except through distant stations. And this created at an early date many cable systems.

Many of them are rural, in that I say that Mt. Bayou, one of the smaller communities, has a cable.

MR. LERNER: Well, there has been a suggestion that cable systems in rural areas go under something like a cable R. E. A. to bring cable where it can't be economically feasible for the operator to bring it in.

Do you have any comment on whether that would be useful to you in the work you are doing?

MR. RANSDELL: I am afraid I lost you when you mentioned R. E. A.

MR. LERNER: Well, it was suggested that they should bring cable to communities where it is not economically feasible for a private operator to bring a cable three miles to one family, as electric power is brought.

MR. RANSDELL: Right.

MR. LERNER: By government subsidy.

MR. RANSDELL: Right. Well, I know of such ideas but we have none of those in the State.

MR. LERNER: Would it be useful, if it existed?

MR. RANSDELL: If it existed, yes, it would.

Now we have several communites that are tied together by a matter of, I would guess one in particular is about twelve miles, two small urban areas, and an individual cable operator has put this line in between these two communities.

MR. LERNER: Microwave length or ground line?

MR. RANSDELL: No,sir, it is line; it is on poles; it is a coaxial cable.

One of the things that you mentioned that I am very much or that I have a very definite opinion on, and that is when you say the government subsidize cable and so forth, there has been some attempt in some areas for cities to own the franchise or to run the cable company. This I am very much against.

My feeling is that we need an impartial operation of the cable for maximum transfer of information. I do feel that some services can be rendered by the cable company to the urban area, and I do feel strongly that they owe it to the community, because, after all, it called a C. A. T. V. or community antenna television, meaning that it is part of the community.

And in Jackson they offer one, two, or more if needed, channels free of charge to the schools. They also have --

MR. LERNER: Well, they have to. It is not that they want to; they have to.

MR. RANSDELL: They do not have to, sir, unless it is in the franchise that is drawn up at the time.

MR. LERNER: No, the F. C. C. now requires it.

MR. RANSDELL: They suggest it, at least, and they may -- it may go further than that. I am not that familiar. These new regulations have not been tested and proven. They stay in effect a few months, as you are aware. I know that they are encouraging it.

They say that there will be channels, yes, but they don't say whether they will be free or not. And this is another thing that there has been some conjecture over.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: How would the network of libraries in your state actually use the state E. T. V. net for the distribution of materials? And what would it cost them to do so?

MR. RANSDELL: Well, first of all, Mr. Becker, it would not cost them anything as far as our particular transmission is concerned.

Let's go back to the thing I mentioned a minute ago, V. I. D. A. C. We would hope that when that is finally perfected -- and it is working out real well on tests right now -- that it will be a rapid method of taking information from Jackson, the main library, and at any small community that is within the receiving area -- and here again we cover the entire state -- any small library then would be able to have a decoder and could pick this information up, and any video tape recorder would record the information, and then it could be played back in real time. This would require, let us say, a sign-off -- maybe a sign-off at ten or eleven o'clock at night. In one minute you could get just lots of information across in digital encoding.

That is one of the ways.

The other thing that we do have presently is the high school equivalency program on our network, and this could be taped. Anything that has -- let me explain; copyrights enter into this too, of course, but wherever copyrights will allow, it is possible to transmit these programs to the libraries individually, record them, and then use them at their own convenience, as they see fit.

MR. BECKER: It isn't line distribution from your eight stations to individual receiving points, say libraries or schools, but it is broadcast, is that correct?

MR. RANSDELL: That is correct, sir. It would be over the air.

And, of course, here again cable companies then could tie in the community locally, we would hope.

We have a microwave system that is going in presently right now. We have been behind on it, but we are picking up and re-transmitting from one transmitter to the other presently in the state, but there is a microwave system going in that is going to be within one microwave of each city and college in the state, meaning that colleges will be able to transfer information on microwave.

MR. BECKER: If you were to make the arrangement with a C. A. T. V. distributor and actually use that last segment to deliver to a particular institution -- say, a library -- would it still be at no cost to the library? In other words, is that something that the state intends to pick up as a cost?

MR. RANSDELL: Well, now this is something that I can't answer because this is merely -- it is new; it is in the conjecture stage at the present.

We are, as the Mississippi Authority, are available to transmit over the air the information that would be necessary, as far as education is concerned. We consider libraries a part of education. And as far as charges, there would be no such thing as charges from us.

But now the equipment -- encoders, decoders, this sort of thing, yes, there would be costs on that.

Then also one other thing that I might mention is that N. B. S., the National Bureau of Standards, has developed a system for word captioning. P. B. S., the Public Broadcasting System, has run some tests, but we were in quite a unique setup of making some proof of performance tests on it, and I was personally in charge of those. And it is a caption for the blind -- I am sorry, for the deaf; there is a caption for the deaf that prints out the word caption on the screen only for the receiver that has a decoder. Now presently these are -- there are only three or four of them in existence. It is working, extremely accurate. It is practical. The only thing is cost, getting the cost down. I can visualize libraries being the place for this.

In other words, your population in an area where you do have the deaf could go to the library and get this information because the library would be the place that would have the decoder. We would transmit the information over separate; it would be available to you in whatever city you are in also throughout the country.

MR. BECKER: Are any libraries in your state now using the E. T. V. system for some application?

MR. RANSDELL: Not to my knowledge, but it is starting.

This all came up about a month or six weeks ago at one of the State Library Commission -- the Association of Libraries, throughout the state, that had a meeting, and this started the whole concept, the whole idea of using electronic technology. I am sure that something will be done very soon but, of course, here again it is going to be funds that are going to be the limiting thing, whether it is C. A. T. V. or whatever.

Here again we are trying to encourage the cable companies to give free service, for this sort of thing. Sure, any of them will be glad to put you on, but they want so much connection, so much for the monthly charge, and this is the thing that I question, Mr. Lerner, I am not real sure, because in no place did it say it would be free service. It says they will "make available".

MR. LERNER: They will make available channel capacity.

MR. RANSDELL: Right.

MR. LERNER: However when it comes to operating equipment --

MR. RANSDELL: Right.

MR. LERNER: It is normally at the cost of the institution using it.

One channel for governmental use, one for education, one for public access. And the channel and the operator themselves must have the public access equipment -- camera, studio and so on. The other two, you have to have your own equipment, but the channel capacity --

MR. RANSDELL: Must be there.

MR. LERNER: Must be there; the channel capacity must be offered at no charge.

THE CHAIRMAN: Mr. Ransdell, I think we are running a little behind.

MR. RANSDELL: Right.

MR. LORENZ: Could I just ask?

What kind of money are we talking about for a library to get into the picture?

MR. RANSDELL: My suggestion as a way of starting would be to start -- in our state, at least -- with video tape at present. And I think that the other things -- and I think that is what you desired, was long-range plans of electronic technology in libraries. But presently, the thing that could be done today is to use a video tape recorder, and video tape program materials off the air. And we are talking about a cost of -- the antennas can vary, as you know, from a very cheap antenna of less than fifty dollars on up to as high as several hundred, even six hundred or so dollars, if you need a tower and this sort of thing. So, excluding antennas, we are talking about -- with the prices going up and so forth -- we are talking about $1,600 for a video tape recorder cassette type. We are talking about another $335 for the receiver monitor that would serve that.

So this would be one unit.

Now they could use carols, they could use many things that could go on in, but for $2,000 or so any library could make some use now.

MR. LORENZ: Right.

THE CHAIRMAN: Right. Well, thank you, Mr. Ransdell.

Well, now usually at half past eleven we turn the meeting over to public testimony from people who have heard that we are in town and would like to say something to us in an extemporaneous way. And I suggest that, looking at the list that we have, there would be time for a thirty-minute break or so, so that the Commission could get some lunch, but one or two people have indicated that they have appointments and would like to be heard before any break.

So I would like to call on Mr. Mason, Mr. Charles Mason, who is, I believe -- will you come forward, Mr. Mason?

Whereupon

CHARLES MASON

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: One of the great uses that we make of the public part of this is to find out from users, and getting user information is very difficult, and also the hardest information in the world to get is from non-users of libraries.

Now, Mr. Mason, I understand that you are going to tell us that you are a non-user, is that right, of libraries? And we would like to find out why that is.

MR. MASON: Well, really like one is my working schedule. I mean, like I am a college graduate, and I am working on the food you are about to eat, and my schedule, I don't have time to go to libraries.

I mean, much as I would like to get a book to read, you know, or some of the things -- I plan to go back to school eventually -- the thing is, like when they are open, I am working, and when they are closed, I am off from working. You know, like most of the time I put in some long hours, like right now I am assistant manager and I put in some long hours and there is just no time, and like the thing is like most of the time libraries, they are not open on Sundays, and that is about the only day I am off; you know. And I am to the point of trying, well, you know, take a break and go by and pick up a book -- you know, to come out in traffic, or here downtown, anywhere else, it is too far out.

The thing is, what I am trying to understand now is I haven't been here, you know, sitting back here that long -- like libraries are supposed to be, you know, for everyone. I mean, even if it is hard and difficult to try to get a book to read and you can't find one at the bookstore that is maybe on your line and you would like to read. So, you know, the public library, I have thought, since I have been in school, is supported by the people. The taxpayer is paying for it. So if it could be more convenient, like some libraries could be open on Sunday one or two hours -- I mean people don't want to come by and just pick up a book they plan to read or they know that particular library might have; it would be much more easy on some of the working class people who are not able to go to the library during the course of the regular hours. This is what I really want to understand.

THE CHAIRMAN: Chuck.

MR. STEVENS: I wonder if you would use a service of getting books by mail, if you knew what was available? Would you?

MR. MASON: This is the thing, like I am not fully aware of what is available, you know, like, oh, well, like mail, you just can't say "Well, I didn't know that they have mail service" -- no one has told me, and I really haven't, you know, investigated it to that point of trying to find out, you know, whether you can order books by mail and you receive them and have them for a certain length of time and return them.

MR. STEVENS: In some areas there are catalogs available that will tell, not just line by line of book by book, but little descriptive phrases telling about books that might interest a wide variety of people, and there are book services that will deliver those books in some areas, and what I was asking was, if that were available and you had a catalog in your home at all times, would you use that?

MR. MASON: I definitely would. I mean, I do a lot of reading, when I am not playing tennis, I read just about anything -- I mean, where I am working, that is about the only way I can broaden my mind to the outside world is to read a paper or to read a book.

MR. LERNER: I would like to ask this one question: You are in the food service business?

MR. MASON: Yes, I am.

MR. LERNER: The kind of reading that you want to do and your interest in using the library, is that mostly in the recreational areas?

MR. MASON: Yes.

MR. LERNER: Recreational reading? Or, you know, in food service management?

MR. MASON: Well, like --

MR. LERNER: What areas would you particularly like to zero in on?

MR. MASON: Well, I definitely would like some books on food management, plus updating on a lot of different types of new methods of types of food, of new recipes on food, and things like that.

But I like recreational books too. I like to read a lot about sports. I like to participate in sports whenever I get a chance to. Any time I go out and play some basketball or play a little football or something like that, or even a little tennis whenever I get that chance. But there is just so much you can cram in one day and when you are in the food service business, it is a month of six days or something like that.

MR. LERNER: Yes.

MR. MASON: And you see, well, at night, mostly at night, when I do get home, there is really not much to do. There is really not much to watch on T. V. So like a good book, you can sit down and relax and read it.

MR. LERNER: What if there was a service that you would sign up at the library and when you heard someone talk about something like this at one of the hearings, where you could tell the library that you are interested in books about sports, and books about food service management, and books about current poetry, O. K., and every time anything like that would come in, a list would come to your house and tell you about it?

MR. MASON: Yes.

MR. LERNER: And you could check it off and they would send you the book. Does that sound crazy or does it sound --

MR. MASON: It doesn't sound crazy to me because in that way it won't be too much exertion on my part in trying to find out what is available, or what this particular library has and, therefore, by, you know, they send me a chart of whatever they have, and I could just mark off and take this particular book, and if it is being delivered, I mean, it takes a whole lot off me, you know, just trying to find out and trying to go out and get a particular book. You see, therefore, in that way, most of the time when they have these charts, it is mostly on current books, books that are newly out, or just put out, and therefore, I get a chance to keep up on top of what is happening now.

THE CHAIRMAN: Do you think -- yes?

MR. LORENZ: What library do you consider your local library?

MR. MASON: There is one out right there at East Point, right off Hamilton. There is one right off -- I believe it is right off Hamilton in the Bent Hills Section. My wife goes there when -- she teaches school -- when she gets a chance when she gets off from work.

MR. LORENZ: Do you work in Atlanta?

MR. MASON: Yes.

MR. LORENZ: And as an employee of Atlanta, you are eligible to use the Atlanta Public Library, aren't you?

MR. MASON: Yes, I am.

THE CHAIRMAN: Do you imagine there is a substantial population that is in the predicament you are in?

MR. MASON: I believe there are.

THE CHAIRMAN: So that a case could be made?

MR. MASON: I really believe there are.

THE CHAIRMAN: For Sunday hours or something like that?

MR. MASON: It would be like you would really be surprised at how many people work six days a week at this time and indeed most of them probably have to. Now the thing is, like a person is not -- well, he gets one day off, and he is not going to run around town trying to find a library that is open trying to get a book, but when he do have -- when he is off from work, he is not going to go out and try to catch one that is open, he might have half an hour trying to catch a library that is open and get a good book, and, you know, he wants to go home and sit down and relax really. And the thing is that if you have a good book, or have a book that is there at the house when you get there to read, it is much relaxing on the mind, really it is.

MISS SCOTT: If you knew that the main public library in Atlanta was open on Sunday, would you come down to get a book?

MR. MASON: I think I would really. You see, like the thing is like I don't have anything to do on Sunday, you know, except watching T. V. like watching football games on Sunday.

MISS SCOTT: Well, the main public library in Atlanta is open on Sunday is the point.

MR. LERNER: Well, they are open from two to six on Sunday.

MR. MASON: Well, you see, the thing is I didn't even know this. I mean, there are a lot of things about the library that I really don't know about, you see. I mean, maybe it may be my fault by not investigating it more; it could be that too.

But a lot of times a person can really find out a lot of things that is publicized more -- you know, if they made the public more aware of what is open or what is happening at the present time.

THE CHAIRMAN: Well, maybe we have started something here by your coming today.

Any other questions?

MISS SCOTT: I just wanted to comment --

THE CHAIRMAN: Yes.

MISS SCOTT: That it was only a year ago that in Washington, D. C. that we opened the public library on Sunday with a new Director, so all is not lost!

MR. MASON: The thing is, you know, it is hard to get people to say, "Well, come out and work out on Sunday." That is something like, you know, asking me to work seven days a week, you know, and I get one day off really.

THE CHAIRMAN: I think you should find out. If the library really is open from two to six on Sunday, that would go some way toward solving your problem, I think.

MR. MASON: I hope so, really, you know, I definitely will try to check it out today.

THE CHAIRMAN: I hope so.

MR. MASON: Thank you.

THE CHAIRMAN: Well, thank you, Mr. Mason.

I want to call on -- is it Miss Ann Woodward, a trustee of the Atlanta public library?

Whereupon

ANN WOODWARD

was called as a witness, and was examined and testified as follows:

MR. VELDE: Mr. Chairman, Miss Ann Woodward is also the President of the American Library Trustee Association.

THE CHAIRMAN: Well, great. Is that a new office that you have attained to?

MISS WOODWARD: Last June.

THE CHAIRMAN: Last June.

MISS WOODWARD: At the conclusion of the A. L. T. A. Conference.

THE CHAIRMAN: Yes.

MISS WOODWARD: Mr. Chairman, distinguished members of the National Commission on Libraries and Information Science:

Thank you for offering me this opportunity to appear before you you on behalf of library trustees. As trustees, we represent the public interest in libraries. Our prime responsibility is to insure that the library effectively serves the entire community.

Trustees have made a firm commitment toward providing better libraries and library services for all people. In this fast-moving world, our nation is caught up in the vicious cycle of poverty, crime, and decaying of cities. Now the experts tell us that the way to break this cycle is through the process of continuing education.

After formal schooling has ended, whether it is seventh grade or college, the library is the only place where one -- young or old, rich or poor -- can receive help in securing information to further his individual needs and desires, in order to become a productive citizen. As you know, libraries no longer have only books. As information centers, libraries serve with materials which are in the form of films, recordings, paintings, audio-visual materials, and various programs which reach the homes and the communities by way of exemplary and innovative programs.

Many of these exemplary and innovative programs, designed and implemented by librarians, have been federally funded. We have been told by those who made these funds possible that these moneys have been used wisely, that there are no complaints. Now that the great interest has been generated and the citizenry has been educated to the use of these programs, and further, the citizens demanding expansion of these programs in order to answer the needs, these federal funds are not only being cut back, but totally eliminated.

The continuation of these programs must be given highest priority so that the momentum gained is not lost.

Trustees are charged with a grave responsibility for the financing of libraries and library services. How can trustees answer their constituents when they cry for the continuation of these fine programs which answer their needs and help them to become self-sufficient? How can trustees provide the space necessary to house materials which their constituents request daily? How can trustees employ personnel necessary to serve and to keep libraries open Sundays and evenings?

The Atlanta public library is open Sundays from two to six and many of the branches are open into the evening. I believe that the one library that was mentioned previously is not one that was a branch of the Atlanta public library.

Competition for the tax dollar is indeed keen. The library is in competition with sewers, roads, police, firemen and the like. There must be a sharing of the financial responsibility by cities, counties, states, and the nation.

I might add that the libraries are not receiving their share of the revenue sharing.

Many needs are created by the mobility of the people throughout the country. The shifting of population calls for the acquisition of more facilities and collections in all forms of the media and informational services, many of which are new and expensive. An equitable method of local, state and national financing of libraries, to be implemented through the States, would insure adequate libraries and library services to all people.

Library trustees, as lay people and often leaders in the community, must be involved in planning and executing methods of finance, as well as legislation which is relative to libraries.

Trustees often have direct avenues of communication with legislators. The trustees' interest and in-put cannot be construed as vested interest, as opposed to those employed in the library. Library trustees are ready and willing to serve in any way possible in order to provide adequate libraries and library services to all people, and we hope that you will, in your future planning, always include trustees.

THE CHAIRMAN: Thank you.

MISS WOODWARD: Thank you.

THE CHAIRMAN: Could I ask you -- I think you are quite properly concerned at the effect that the abolition or termination of federal support for libraries is going to cause, but as you point out in your testimony, there is very great competition for the revenue sharing money.

The logic, I suppose, on the federal level, of people who have brought this about, is that the local communities on the local level ought to know what their priorities are, and ought therefore to be in a better position to decide how to spend that money.

The implication of your testimony was, I believe, that libraries tend to lose out in competition with schools and police and transportation. How do you answer the logic? That may be an empirical fact, but how do you answer the federal level logic behind their program?

MISS WOODWARD: Well, this is my point, that unfortunately education is so often the low man on the totem pole, and I personally believe that federal funds must be earmarked for library services, and this way there is no danger of losing the moneys.

I don't know what it is about education, but I think this is true about public schools in this country. We have to fight for every dollar that we get.

MR. VELDE: Mr. Chairman, I would like for Mrs. Woodward to tell about the legislative luncheon that was held and sponsored by the trustees in Washington.

MISS WOODWARD: At the Midwinter weekend?

MR. VELDE: Yes.

MISS WOODWARD: Yes, well, this was sponsored by A. L. A., as you know, but the trustees participated in a

Congressional luncheon. We were all involved in inviting our Congressmen and sitting with them, and I believe there were 1,125 people in attendance, and we took advantage of this opportunity to have face-to-face talks with our legislators and to inform them of the tremendous need -- which I am sure they are aware of, but it is the same old story that those who yell the loudest stand the better chance of getting what they want to get.

And we feel that many of our trustees have this open door to the Congressmen, because, as I said earlier, they are oftentimes involved in other activities of the communities or they know the legislators personally, and I feel that they can have tremendous input as far as the legislators are concerned.

Yes?

MR. LERNER: Mrs. Woodward, do you feel that trustees should --

THE CHAIRMAN: Speak up, Lou.

MR. LERNER: Do you feel that trustees should take a greater role in being politically active regarding raising funds for libraries and dealing with legislators and councilmen and mayors? Should they take a greater role than they have up to now?

MISS WOODWARD: Yes, indeed, Mr. Lerner, they certainly should because, again, well, number one, this is part of the responsibility of the trustee, as I see it. And if the trustee doesn't go out and meet his county fathers or city fathers or whatever, why, the trustee is not serving his or her charge.

MR. LERNER: What if the trustee is appointed by the mayor and then he has to go yell at the mayor? How does that work?

MISS WOODWARD: Well, I am sure if he is appointed, he is also by the same token representing a certain constituency, and he can certainly report to the mayor that he is reflecting the wishes of his constituency, and I am sure that being a mayoral appointee that it would be very difficult to separate that fine line there of demarcation. Or at least, this is what they tell me, this is the way politics work!

(Laughter.)

THE CHAIRMAN: Any other questions?

MR. LORENZ: Do you consider the Atlanta public library as a logical center for a broader reference and research service to the entire state, perhaps?

MISS WOODWARD: Yes, indeed. We feel that Atlanta is the Gate City to the South, and we are very proud of what we have.

We desperately need a new library. We have no place to keep our facilities. We have begun initial plans for a new building, but that almighty dollar, we just cannot get to it, and we are desperately needing help in this area.

MR. LORENZ: Is the Atlanta public library now receiving funds to serve as a statewide reference center?

MISS WOODWARD: There has been some initiation toward this area, and I believe our Director of our Public Library is here and can give you more detailed information in this area. This is our hope.

MR. LORENZ: Are you open on Sunday afternoon?

MISS WOODWARD: Yes, indeed! From two to six.

(Laughter.)

And may I say our branches, practically all of them, are open in the evenings also.

MRS. MOORE: May I ask something?

MISS WOODWARD: Yes.

MRS. MOORE: Could I ask, do you think it might be helpful to get a public service T. V. announcement that the library is open, since this gentleman who first testified didn't know it?

MISS WOODWARD: Yes, indeed.

MRS. MOORE: This might be something that could be given wide publicity.

MISS WOODWARD: At the time we began this keeping the library open, we did do this, but I think that you are absolutely correct, Mrs. Moore, that we need to emphasize this and to have radio spots and T. V. spots. In fact, this is something that I think that the Commission could implement nationwide.

You know, we have all sorts of advertisements on radio and television -- why not about libraries, and various information and services that are offered by the respective libraries across the country? I think this would be a tremendous thing, just to have spot announcements all the way through.

THE CHAIRMAN: Thank you, Miss Woodward.

MISS WOODWARD: Thank you very much.

THE CHAIRMAN: Now, with your permission, I would like to now declare a recess of thirty minutes, and we will return again to resume with the public testimony at 12:35.

(Whereupon, at 12:05 o'clock, p.m., the hearing was recessed until 12:35 o'clock the same day.)

AFTERNOON SESSION

(12:47 p.m.)

THE CHAIRMAN: I suppose we ought to resume, because we have got quite a number of people here who want to testify, both in the public testimony and in the scheduled section.

Is Mr. Carlton Rochell here? Oh, Mr. Rochell, will you please take the --

MISS SCOTT: Take the chair.

THE CHAIRMAN: Take the microphone seat.

Some of the members of the audience have told me that it is hard to hear the witness because their back is turned, and unless you go right up fairly close these mikes won't pick you up. So I think we all ought to hear what you have to say, Mr. Rochell.

Whereupon

CARLTON ROCHELL

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Please proceed.

MR. ROCHELL: Mr. Chairman, members of the National Commission on Libraries, ladies and gentlemen:

First of all, welcome to Atlanta. I am Director of the Atlanta Public Library, for the last five years or so, and would like to center my remarks around some of the programs existing in and through this library in this particular city, but, I hope, having implications wider than this.

A city is more than just a place to live, it is where ideas are exchanged. In my remarks today I will attempt to build a case that the urban public library is the exchange -- the switching station, so to speak, for ideas and information.

It is almost trite to say any more that the library is no longer just a place for books -- a storehouse. The problem in developing and defining a concept that replaces this one is that we are guilty of incessant talk with one another within the profession but our image remains to many of the people we serve or should serve --

THE CHAIRMAN: Mr. Rochell, if I may interrupt, you are setting up an echo. Move a little bit further away. Thank you.

MR. ROCHELL: To many of the people we serve or should serve one of a pale, soft alternative to the gusto of life as personified in the marketplace by Madison Avenue. Whoever dreamed she read Melville in her Maidenform bra or put a tiger in his tank with Tolstoy?

You cannot, with the library, any more than you can with a nation -- though some think differently -- will it to superiority by rhetoric or approach it with that same bootstrap philosophy. Here in Atlanta we like to work around the idea of the library as a center for communications. Implicit in this is a certain dynamic quality that says if you communicate with thirty per cent of the people through books and the remaining seventy per cent needs you even more, how do you reach them? Through great variety and ever-changing approaches. We have, as a few examples:

Adopted a firm policy to build no more branch libraries except as a last resort. Instead we seek out the busiest shopping center in an area, negotiate with the owners for space (more often built to our specifications) and open a branch library with the same techniques and expectations of Rich's. It works for the simple reason that it is completely convenient, it's natural and it is flexible. Over the past four years, we have opened three major branches and are in the process of opening our seventh and eighth store front libraries under this approach.

In the face of some fairly depressing statistics coming out of libraries in our great urban centers, our total usage is up twenty-three per cent over last year -- circulation alone is up ten per cent.

In other areas, we are in process (with four other cities -- Cleveland, Detroit, Queensboro and Houston) of building in a component to branch libraries which we are calling the Neighborhood Information Centers Project. Though termed so by some -- what is so innovative about finding out what the people need in the way of human resources and designing a program around them? These centers, we feel confident, will become the first resource the people in a neighborhood will turn to with problems of daily living and survival, and this is as it should be.

Back to our definition -- we have over the past three and a half years put together as a department of the library a service known, rather ponderously, as The Institute for Urban Communications. Through this Institute we have the ability to produce high quality 16 mm. color sound film and we offer it as a service to government, community groups and non-profit efforts in problem solving in this area. At present, as an example, we are producing under contract to the City of Decatur, the Metropolitan Atlanta Rapid Transit Authority and the Atlanta Regional Commission, a documentary film of a charette plan for the rapid transit station in the neighbor city of Decatur. Another component of this Institute works off grants to involve young people in the city in various media activities. Again, we are serving as a catalyst for communications under the community's terms.

Through a fleet of mobiles and packaged deposits, we are reaching on a regular basis public housing tenants, inmates in jails, detention homes and prisons, day care programs, senior citizens, and so forth, with services geared to their desires.

We are in the early stages, with the above Neighborhood Centers Project, of designing a Citizens Information Center in the Central Library where we hope the various units of local government will accept the Library as a sort of an ombudsman for services. This may or may not succeed. If it doesn't, however, it won't be because it's the wrong organization. The Library is equipped and geared to information handling. It is the only government service that is completely decentralized other than schools, and they have their own set of problems.

I mention these specific programs -- all highly successful -- for one very important reason. They were all started with Federal funds. True, they are not now fully supported by these funds, but the only financial resources available to a large city library at this particular time to innovate and experiment happen to be those coming through grants from the Library Services and Construction Act and other programs.

It is singularly ironic to me that at the very time that a host of social service programs are sentenced to sudden death, the means of survival through information and education are also threated by a total wipe-out of Federal library support.

Probably the most successful and the least controversial local-state-federal partnership exists around public library programs. It has worked and it is working. I hope you will attempt to help us to explain to the American public why it cannot be nourished and strengthened.

The Atlanta Public Library touches the lives in a direct, healthy, educational way each year more people than the combined total attendance to the Atlanta Braves, the Hawks, the Falcons, the Chiefs, the Museum, the Zoo -- and it does all this at a total cost of five dollars per person. That's less than the cost of one football ticket or one round of ammo for the latest military rifle. I think this must be the greatest bargain in town -- and to go back to Madison Avenue for a moment, it looks like we are heading for a Special, and that is ten per cent off all services, courtesy of the Federal Government!

Thank you.

THE CHAIRMAN: Thank you, Mr. Rochell.

We have time for a question or two, and I would like to ask you about these shopping center branches, if I may:

Are they stacked or stocked in the same way that your normal branch libraries are? Or are they set up entirely different from anyone else?

MR. ROCHELL: It depends on where we are with them.

Three of them that we have opened over the past two years have been full-sized, fully-stocked branch libraries.

That is, two of them were built to our specifications and leased back by the shopping center owners. The other, we simply took space in one of the regional shopping centers and did an interior design for the library.

Others, the eight storefront libraries -- four of these are 100 per cent supported under the Atlanta Model Cities Program. Four of them started under a fifty-fifty match of L. S. C. A. and city commitment, and these we are sort of -- all of these are in socially, economically, educationally deprived neighborhoods, the small storefronts. And what we have done really is to look at the general physical and social barriers existing to people, and said if we can take the staff, the resources, that it takes to open a full service, full strength branch library, and instead open four mini-branches, so to speak, in four distinct neighborhoods within walking distance of children, then we have an even trade, and in addition we have the ability and the visibility too to cause people that have not used the library to use it.

And so there are two concepts at work, both of them working off this

THE CHAIRMAN: The Atlanta storefront type, are they the ones you also referred to as neighborhood information centers? Or is that still a different type?

MR. ROCHELL: Well, part of them are.

The neighborhood information center is under this. We have a research grant from H. E. W. to design and put these into implementation.

We selected two neighborhood branches, and one of those happens to be in the center of Model Cities, and we are using that branch and the four storefronts as sub-centers for the information system for about fifty thousand people in that area.

The other is in an old branch library in the Kirkwood community, and is the only service there.

THE CHAIRMAN: If you have any material describing this neighborhood information center and the storefront thing that you could send the Commission, we would be very glad to have it.

John, did you want to ask a question?

MR. LORENZ: Yes.

On that subject, Carlton, will these demonstrations continue -- the neighborhood information centers -- with permanent funding or not?

MR. ROCHELL: Generally speaking, I would say not. We have initially had a pretty firm commitment of three-year funding under this research projects grant. We now have a rather shaky assurance of only eight more months of existence. So, in our program, we have built this into the structure of the library in such a way that from a certain point we will be doing a lot of retraining of present staff, so that we don't plan for it to disappear in Atlanta, but it certainly will be severely crippled and set back as a result of this.

MR. LORENZ: Have you sought social security funds for this?

MR. ROCHELL: Yes, and they are --

MR. LORENZ: Negative?

MR. ROCHELL: They, as you know, disappeared befor the others did.

MR. LORENZ: Yes.

THE CHAIRMAN: Les.

DEAN DUNLAP: What is in a neighborhood informatio center?

That sounds to me like it would all be in capital letters, because I would think the library would be a neighborhood information center.

MR. ROCHELL: Well, the library is, and this is why I think that it is something that we all should have been in a long time ago.

But what we are really talking about here is, rather than having more or less standard reference shelves in the branch, we still will have those, but we are adding in a component of actually doing a complete survey of every organization existing in the community, and getting the information on the resources that exist to help people in the community, and in a sense acting as a referral point. I guess it is a question of degree, rather than a question of what exists.

For example, we are encouraging the branch, the staff in these centers, not only to know, for example, the address of the legal aid office in the area, but to know on a first-name basis, all of the people who are in there, and what their area of interest happens to be, so that we can take a person with a problem and get a direct connection with the individual who can help him, and we have three-way telephone hookups that are going in these centers, in order that we can see that the client gets, hopefully, a positive response out of an organization as it exists.

So it is the degree of emphasis on information, I think, rather than a new bag of something that we have never done.

THE CHAIRMAN: One more question.

Kitty.

MISS SCOTT: What type of personnel do you use here? Are they trained librarians? Or are they social workers or what?

MR. ROCHELL: Well, we have --

MISS SCOTT: Do you use minorities in those areas of the disadvantaged?

MR. ROCHELL: We have a combination.

We have a library staff made up of professional and non-professional personnel.

And we have added, in our adding -- this is a very new program -- people indigenous to the neighborhood.

MISS SCOTT: Yes, that is what I was aiming at.

MR. ROCHELL: They come right out of the community and they know the community and its people and their problems. And the director of this project happens to be one of those individuals.

MISS SCOTT: You spoke of retraining.

MR. ROCHELL: Yes.

MISS SCOTT: Does this mean retraining in library techniques or in social programs?

MR. ROCHELL: Well, I think -- there are two problems, I think.

One of attitude and knowledge about service.

And the other is, I guess, a skill in interviewing and really connecting a client to the person who can solve his problems, rather than perhaps turning him off.

And in this, we have been conceptually into this in the Model Cities area, with these storefronts, for about three years, and I must say that as one librarian, I have come rather full circle on who I think can do the job best. I started off with the idea that perhaps it could only succeed if social workers were doing it. I am now completely convinced that it will succeed best with professional librarians doing it, because it is easier to add this dimension to a professional librarian than it is to teach a non-librarian all of the things that they need to know that already exist in the library.

So we will be going the regular route with it of using professional librarians.

THE CHAIRMAN: Well, thank you, Mr. Rochell.

Is Mr. Jahoda here? Right. Would you come forward, please?

Whereupon

GERALD JAHODA

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Jahoda, you are from the Florida State University Library School?

MR. JAHODA: That is correct, sir.

THE CHAIRMAN: Well, you have come a long way to appear before us, and we will make good use of your time with the Commission.

Please proceed with your statement.

MR. JAHODA: I will try to do so.

The statement addresses itself to the Commission's resolution for new and improved information services. My statement is more specifically related to such services in academic institutions.

While we may have our suspicions about the results of users' information habits' studies for methodological and other reasons, we cannot ignore two recurring themes of such studies:

These are that libraries are neither the first nor the most important information sources of researchers; and that users -- or should we say potential users? -- often do not know either what information services are available and-or do not know how to use existing information services. If these recurring themes of users' studies are true, and I believe them to be so, then we can draw the following conclusions:

Library services in academic institutions do not meet the faculty members' information needs either because these services are incomplete, or inconvenient to use, or too difficult to use, or unfamiliar, or a combination of these factors.

Let us take as an example the average faculty member in an academic institution, particularly in a university. He is strongly motivated to use information and this point should be emphasized. Basically information is his input and output, since he collects, digests, organizes, and acts on this information for his teaching and research. How does he now go about doing this task?

He reads or scans a number of primary and secondary publications; he collects reprints, makes photocopies and files them in ways in which he may or may not be able to retrieve the material when needed; he attends meetings on and off campus; he calls and corresponds with his colleagues; he goes to the library (perhaps more frequently to the departmental official or non-official working collection than to the main library); and he complains about his information problems.

Seven ways in which faculty members might be helped with their information problems will now be listed:

1. Current awareness services:

Keeping up-to-date with the literature might be facilitated by selective dissemination of information from machine based data bases.

2. Improved bibliographic and physical access to information, to material in library:

Library catalogs in microform might be placed in departmental offices and document delivery and pick-up service might be provided.

3. Retrospective searching:

Literature searches might be prepared for the faculty. Both manually and machine-searched indexes to the literature might be used.

4. Indexes to poorly controlled types of docu-

ments:

Indexes might be prepared to preprints and other types of documents containing useful information but presently poorly organized bibliographically.

5. Indexes to researchers' document collections:

Indexes to the faculty members' document collections and for their use might be prepared.

6. "Who Knows What on the Faculty" directory:

On a large university campus it is possible that a request for information by one faculty member can best be handled by another faculty member. A "Who Knows What" directory might connect the person who needs the information with the person who has it.

And last -- 7. Unobtrusive ways of familiarizing faculty members with information services and resources:

Ways in which a faculty member might be familiarized with existing information services and resources without having to show his ignorance -- something that academicians are reluctant to do -- include computer-aided instruction and taped lectures with slides.

I suspect that you know that some faculty members in some universities are now getting some of these services. Current awareness and retrospective search services with the aid of machine-search indexes are offered at the University of Georgia among other institutions. Literature searches with the aid of conventional tools are being conducted for faculty members in the sciences by library school students at Florida State University, and, I would guess, at other institutions as well. Copies of the library catalog on microfiche are now in departmental offices at Georgia Tech where document delivery and pick-up services are also provided. Machine-searched indexes to preprints in one area of physics are now or at least have been available at Stanford University. Computer on-line searched indexes to researchers' document collections are provided at Northwestern University. a "Who Knows What" faculty directory is in the planning stage of at least one academic institution and has been used in at least an industrial organization. Subtle ways of teaching faculty about information services are used, among other places, at the University of Pittsburgh.

This brings me to my next set of rhetorical questions.

How useful are these new information services, and, if useful, how can we offer them on a wider basis to all members of academic communities and perhaps to other user groups? I believe that the answer to the first part of the question is that we simply do not know at this point in time. We need to conduct studies on at least the following three levels -- which may be overlapping -- to come up with the necessary answers.

1. The rationale of information services dealing with the why or desired effect of these services.

2. The methodology of evaluation of information services dealing with ways in which we can determine whether existing or new services are accomplishing what we think they should accomplish.

3. The provision of new information services on an experimental basis, based on the rationale and methods for evaluation developed during the previous stages.

I suggest that faculty and students in schools of library and information science are the obvious group to conduct the necessary studies of information services. These teachers will -- or, at least, should -- shape information services of years to come. Their students will become the operators of tomorrow's information services and, in some cases, the teachers of tomorrow's students. I don't have to remind you that some schools of library and information science are already conducting such studies. I would like to see more of them participating in this activity since it is basic to the development of the field and to the student's learning process.

I would like to conclude with suggestions on what the Commission might do to help bring about evaluated new and improved information services in academic institutions. Public hearings such as the one held today are useful for airing problems. But we need to do more than talk. Schools of library and information science need to be encouraged in a concrete way to conduct the necessary research.

This is particularly true of schools of library science which are less research oriented than schools of information science. Teachers in library schools who want to devote some of their time to research should be allowed to do so by decreasing their teaching, advising and other loads. Ways should be sought to attract students with an interest and talent for research, to attract these students to library schools. Such students might become tomorrow's faculty with research interests. The concrete encouragement referred to are partial salary grants and fellowships. I believe that this would be a good investment for bringing about the desired results.

THE CHAIRMAN: Thank you. I think we have time for just a question or two.

I might say that I have received some more names of people who want to testify, so it is necessary for us to maintain a fairly rigid ten minutes per speaker. Are there any questions from the Commission?

Joe.

MR. BECKER: Jerry, as I understand it, of the sixty or so accredited schools of library science, only a handful have research programs?

MR. JAHODA: I think this is true.

MR. BECKER: In comparison to other departments and other faculties on campus, this is a very --

MR. JAHODA: A low percentage.

MR. BECKER: A very low percentage.

MR. JAHODA: A very low percentage.

MR. BECKER: What have the educators themselves tried to do to stimulate research? Is it that they are not interested? Or is it that the resources just have not been available, say, from the federal government, to promote such use?

MR. JAHODA: I think it is a combination of factors:

One is that the teaching load has been rather heavy for the average library school faculty member. But I don't think this is the only reason.

Partly because faculty members in library schools have not been as research oriented as faculty members from other fields.

And partly because the funds have not been readily available -- at least, in the last couple of years or so. I don't think though that the money is the basic problem here. It is a question of motivating these people, of perhaps attracting more research oriented students, to force them into the right stance.

MR. BECKER: In the book "Libraries at Large", which our predecessor Commission prepared, there is a recommendation, as you may recall, for a Federal Institute of Research for Library and Information Science. There has been a good deal of debate as to whether that should be, as to whether or not a centralized approach to research and development is what is required, or a decentralized one, out to the schools. How do you feel about it?

MR. JAHODA: I would like to see some overall coordination but the decentralized effort at the school level, with perhaps some coordination through committees, through guidance on the Federal level.

MR. LORENZ: The American Library Association is about to set up an Office of Library Research.

Have you been in touch with that development? And do you think that holds some possibility for coordinating research efforts?

MR. JAHODA: I have not been in touch with this. I think this would be a step in the right direction. I think any kind of encouragement of the faculties would be very good though.

THE CHAIRMAN: Well, thank you very much.

I would like to call now on Mr. Jim Nelson, of the Governor's Office of Kentucky.

Whereupon

JAMES NELSON

was called as a witness, and was examined and testified as follows:

MR. NELSON: Before I make my remarks, I want to say that I am a speech writer for Governor Wendell Ford, and prior to this position I worked in cooperation with the state libraries in the country and have not made the complete metamorphosis from practitioner to patient yet, so I still consider myself a library of sorts.

In this respect, Governor Ford has taken a strong stand on the cut of federal funds going to the public libraries. He feels very strongly about this because we have heard from the President's Inaugural Message that it is time to have more self-reliance and self-improvement, and the elimination of L. S. C. A. looks like the money going to the one institution which has traditionally been the "people's university", the public library, where anyone can come for self-improvement, is a contradiction in theory anyway of the President's Inaugural Message. And this is the message which the Governor himself did take to Washington, but I thought it would be useful to have it in the testimony to your Commission.

As a user I have one main point of interest, and I think that this is something that I suspected as a librarian and have come to realize its reality as a user. How terribly we need information that is readily available and easy to get to.

My particular information needs are a little bit unique, but I do talk -- most of my information I get from individuals rather than researching collections, using any kind of indexing services, and so forth. Some of these individuals get their information from traditional library information collections, but basically I talk to an agency personnel or department head, typically top or just under top management, either federal or state, local, private organization, and in talking with these people I always get the urge to ask if they know about some kind of information service and I get the general impression that information almost has to be "spoon fed" to be truly functional and useful to some people.

Most people don't have time to use information -- that is the tragedy because decisions will be made and policies will be made.

The Governor's speeches become his policies. Agency heads make decisions affecting various areas -- water pollution control, environmental protection, and so forth, which affect generations to come. To think that individuals are meeting these kinds of problems and making decisions without information is a tragedy for everyone.

In that respect, I think we have an obligation, both from the government level and from the professional level, to make sure that the information is somehow available and fed to these people making these decisions on the easiest basis for them to use possible. In this respect I think that it is not unreasonable to assume that the funding can come from various sources, but principally I think that the federal government does need to support activities in this area, in the area of the organization of library services, cooperative development and so forth, so that the information which is supposed to be the business of the library and of the information specialist is available and is in a form that can be used on a day-to-day basis by people who need it for decision making.

That is really all I have got to say.

THE CHAIRMAN: Chuck.

MR. STEVENS: It occurs to me as you speak that I have heard these remarks before from other sources -- that as an individual needing information, you contact those who know.

And that leads me to the question about how you feel now, as a writer, about the authoritative quality of the information you get from individuals with respect to the authoritative quality of information which you might get from texts or journal articles or reports where somebody has to put his name on something in print.

Do you feel that when you turn to a professor or a department head, that the facts that he gives you, and that you then turn into a speech for the Governor, then have the stamp of authority because the Governor said so, and you are all the time wondering whether the fact is a fact?

MR. NELSON: Well, I have had some work in reference, some reference work in my library background too, and I have found that there are some discrepancies in the hard data, as well as there are in this sort of thing.

I think that when a person is making a statement that he knows that the Governor is going to use in his speech, he is going to be pretty sure that it is correct, particularly if he is in a state agency or a state university in some area where he knows that this -- the correctness of this information -- will have some reflection on his position, not that anyone could ever be fired for this, but then nobody wants the Governor to say the wrong thing because it does reflect on the State in general; he is the representative of the State.

I have a tendency to believe in this kind of data. However, I don't only get verbal things from these people. They will send me reports and various facts that they are working with to substantiate what they are saying.

The people-to-people networking, I think, is effective in that you still have access to the hard data, but you don't have to -- there is not so much of a time lag, there is not so much of a work involvement of the person using the data.

If I can call up, for example, the Commissioner on Banking Securities for a federal regulation which defines a certain case that the Governor should say this because -- he sends me a copy of the data, but I save a lot of time by simply doing that.

The same thing holds if I call the State Library and say that I have to have some census data on a particular county or something like that, and then the State Library reference or information service comes up with that.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Jim, I want to congratulate you on your comments about the importance of the library apparatus to correct its own deficiencies. And you mentioned in your testimony how demeaning it was for a functional illiterate, who is coming to the library to learn to read, and is escorted into the children's room for his materials.

We heard someone else in another city comment about how students are turned away from public libraries even though they are tomorrow's adults who would be expected to use those libraries.

How do we turn on the user rather than turn them off? Have you any other comments to add along this line of these demeaning practices?

MR. NELSON: Well, I think that it shouldn't --

I don't really have anything unique or creative to say about that other than that I think that we are lacking in the advertising of libraries and library services, in terms of making them an attractive way of life.

I think over-emphasizing the two and a half years of library service tends to make it seem a little higher than it should be to the public library user.

Again, I think that the secret to the functional use of information is making it available in the easiest form and in the quickest form possible. I do think that libraries are in need of some selling. They always have been and they always will be, I think, until we can get the luxury of that kind of service.

THE CHAIRMAN: Lou.

MR. LERNER: Is the Governor of Kentucky going to use any state funds to replace L. S. C. A. funds?

MR. NELSON: I wish I could say what he is going to use the funds for.

Obviously, I think, we have heard from all of the other people testifying on this issue that it is going to be difficult, because, for one thing, there simply is not as much federal money coming into the state as there would be under the present system. There is a bit of a smoke screen in a lot of cases.

I think that revenue sharing is coming about too quickly. This is Governor Ford's main complaint, is that the shift in emphasis is coming within a three or four month period when it has taken the federal government some forty years to build up these programs, and for the states to be able to re-align along the kind of helpful lines that will carry on these programs is going to be a bit of an order. We are going to be fighting; it is just more difficult to get it out of a state legislature than it is when it is coming on a steady grant basis from Washington.

I think that we can have, I think that we can expect, some help. He is coming on very strong with the library program, and I think we can expect a little help, but there are a lot of other people who want the same money.

THE CHAIRMAN: Are there any others?

Mrs. Moore.

MRS. MOORE: It isn't exactly a question.

I think that the Commission is indebted to you and to Governor Ford for having come here and given us your testimony, and I am sure that we would all like to thank the Governor for this.

You can tell him, I am a native Kentuckian. I am from Owensboro.

MR. NELSON: Oh, well, we are neighbors.

MRS. MOORE: So I have -- although, of course, I now live in Arkansas -- I have a great deal of interest, of course, in Kentucky, and I knew Governor Ford when he was the National President of J. C.

MR. NELSON: Oh, is that right?

MRS. MOORE: And you tell him we are going to look to him for some leadership, to lead the way in getting these revenue funds, revenue sharing, in the libraries.

MR. NELSON: Well, I shall do that.

MRS. MOORE: We hope he will.

MR. NELSON: I know he will appreciate that. He has --

MRS. MOORE: He has had a very fine attitude.

MR. NELSON: He has made it known in Washington recently, so I think he will help us out a little bit.

THE CHAIRMAN: Thank you very much, Mr. Nelson.

MR. NELSON: Thank you.

THE CHAIRMAN: We will call next on -- is it Mr. Shirley Brother or Miss?

MISS BROTHER: Miss.

THE CHAIRMAN: Miss Shirley Brother.

Whereupon

SHIRLEY BROTHER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: You are from the U. S. Office of Education?

MISS BROTHER: Yes.

THE CHAIRMAN: For Region 4, the Atlanta Region?

MISS BROTHER: Yes.

THE CHAIRMAN: Would you like to proceed with your testimony?

MISS BROTHER: I would like to make a few remarks based upon the testimony which I submitted to you as Chairman and members of the Commission.

I directed my remarks to interlibrary cooperation particularly as I see it from this region, and also as a segment of the total country.

I would like to go from that to ask for consideration for a national plan for library service. I think that we must know where we are going, and have some direction. I hesitate to use the words "goals and objectives", but I think that this is what we need, so that we will have definite ideas and then be able to break an overall plan into component parts so that we may be able to use it on the regional level, such as here in the Southeast.

One pattern that we have been thinking about in the Southeast is working closely with the Southwest in developing a type of cooperative arrangement, inter-library cooperation and general development in the library field. With this I think that we are going to have to talk and think in non-type of library areas, possibly come up with new schemes of service, new systems, and not think in terms of the conventional school, public, academic service.

THE CHAIRMAN: Do any of the Commission have any questions?

Joe.

MR. BECKER: Any suggestions? Given a new scheme, are there any suggestions on how you would view the federal investment in such a scheme versus the state investment of the future?

In other words, do you separate schemes in terms of financial approaches as well?

MISS BROTHER: At this time I would like to think in the function of planning and developing a plan, rather than financing.

MR. LORENZ: Do you think the regional concept, in terms of a national plan, is a valid concept? In other words, you would divide the nation into several regions, with the national effort and a regional effort, and then a state effort below that?

MISS BROTHER: I would think, in terms of a national effort, and then within that, regional efforts, because I think that it would be very difficult at this time to try to not have a regional effort, with strong regional areas which we have particularly here in the Southwest -- I mean, I should speak for the Southeast.

THE CHAIRMAN: How big is Region 4 in the Office of Education?

MISS BROTHER: In the Office of Education, it is eight states, and the largest in number of states.

THE CHAIRMAN: Yes.

MISS BROTHER: And I think that with the plan, and developing a plan of library service, we need to think about the segments of the population which we will serve, and base the plan upon service, and what responsibility we have to the illiterate, the functionally illiterate, as well as to the other non-users.

This is a very important item in the development of programs, non-library programs, here in this section of the Southeast in Region 4 -- the school dropout, the functionally illiterate, the large proportion of adults who cannot read.

THE CHAIRMAN: How important has the Bureau of Library and Learning Resources been in this whole effort of yours? Is it central to the Office of Education's regional effort?

MISS BROTHER: We don't think of ourselves really as not being very close to them. We are just a part of each other, although we have in the regions a different structure, a different organizational structure. We use the dotted lines of the Bureau, but we are very close in communication, in the development of programs, and in friendship. Most of us have known each other for a long time.

MISS SCOTT: How would you evaluate the Right to Read programs in this area? Is that part of your responsibility, the Right to Read?

MISS BROTHER: This is a fringe area.

MISS SCOTT: All right.

MISS BROTHER: I say that because in the regional office we have Right to Read representatives -- and I am not it. But both the other programs in the region and I take it as part of my responsibility.

I think that the many programs which we have in this region being carried out by public libraries as well as the school libraries may not be called "Right to Read", but are Right to Read programs under the development of the Library Services and Development Act to disadvantaged. In this region, the disadvantaged person who is in a library program is in a Right to Read program in a public library.

MR. LORENZ: From a regional point of view, have you formulated any observations as to the usefulness of revenue sharing, both at the state and the local level, as a substitute to federal assistance to libraries?

MISS BROTHER: The only information that I have -- and several of the states have spoken to that point -- the trend which I have picked up from them is that it is a one-time expense program so far, but it has barely gotten underway.

But I think that the states can speak much better to this point.

THE CHAIRMAN: Any questions?

MR. LORENZ: Since you have had an opportunity to see several federal grant programs in operation, how would you evaluate the effectiveness of the federal aid to libraries as against some other federal programs of assistance, in terms of effectiveness and the use of funds and so forth? Could you comment on that?

MISS BROTHER: I can only speak for the library programs, and my experience with the federal programs has been in this region and in Louisiana.

I think that the federal funds have been useful both as a stimulus and have been useful to develop on-going programs and, in some cases, they have been very useful in changing ideas and approaches to service. I think we have found this true in working with the non-reader, the minority groups.

THE CHAIRMAN: All right, thank you very much.

MISS BROTHER: Thank you.

THE CHAIRMAN: I will now call on Mr. James B. Dodd.

Whereupon

JAMES B. DODD

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Dodd comes to us from Georgia Tech.

What is your position there, Mr. Dodd?

MR. DODD: I am the Coordinator for Services to Business and Industry from the Georgia Tech Library, and I am speaking from my experience of ten years in industrial and government libraries and ten years in academic libraries -- Georgia Tech still being a special library in that it is limited for the most part of its strength to the fields of science, technology, and management. I want to speak about two, in two areas:

First of all is something I am concerned about in the way of duplication of effort.

And the second one is the cooperation between industrial libraries.

There are several ways in which I see that we could use our funds better, and our manpower and our space better, if we could get together a little better and not try to do the same thing over and over again.

One of the areas that I think we could do some of this is in simply building buildings. Now this is an area where special libraries, industrial libraries, frequently, most nearly all of the time, are very constricted in the amount of space that they have, so that they have to keep their collections under control. There are others; they are not the only ones; I don't mean to say that. But I would like to see less emphasis on building of bigger buildings for bigger collections in other places.

As the library moves, as a three-dimensional thing moves along, with time program, instead of expanding like this, more of them, I believe, should be confined to a space, so that you can concentrate on quality rather than quantity. Everything is a trade-off. You have to do what you can in the best available amount of time, and with the money that you have, so that more, I think, could be done with eliminating the peripheral things.

This is where the area of cooperation can also come in and I don't want to go into that any more than others have already done, but we do have standards that are set for minimum library size.

I suspect that in some cases they could also set a maximum size for certain libraries. If a library gets too big, it can't serve its clientele in certain cases.

For example, a college that has a limited number of students doesn't need necessarily to have a continuing growth in the size of its library.

Every -- well, not every, but many libraries, certainly ours, could stand a whole lot more intensity of use than it gets. We have a facility there that is aimed to serve the graduate programs basically in certain fields, and it really doesn't make very much difference whether we have fifty graduate students in a given program or five hundred in a given program -- the library requirements are still much the same. So that this facility, and others like it, are there and can stand much more intensive use.

The same thing is true, I am sure, of a lot of public libraries. The collections are there to serve the community, but we have the same problem they do of getting people to use them.

Our position on this is that the libraries are a research tool on the campus, and it is available for people off campus just as the other research tools are, such as the wind tunnel or the materials testing lab or the nuclear reactor. "Selling" this -- and I use that word in quotation marks -- is not an easy thing to do. You can't tell people that they need to use information and expect them to react immediately and come and get it. I think that the best thing that we can hope the best for is to plant the seed in somebody's mind, so that, by and by, he will remember, when he does have a problem, where he can go to get the answer.

There is another area of duplication and I want to speak about what happens in the State of Georgia. Our library service to industry is an outgrowth of the state technical services program. And we are trying to do, in our hip pocket, what the federal program tried to do.

But in the course of this, we found out that there are around the state others trying to do the same thing. For instance, there are in the State of Georgia three colleges or three schools that offer graduate programs in various fields of business administration, and all of them have service programs, but they are not coordinated.

There is a field agent, and in addition to those three business schools, there is the Agriculture Extension Service, which is heavy in the area of agri-business, trying to solve the businessman's problem.

There are also the Area Planning and Development Commissions around the state.

I think that if these organizations were more closely tied together, and more closely tied together with the public library, that the result, the net result, would be a lot more efficient. There is just too much lag, too much slippage, between the man who is in the field, trying to help the businessman with the information, wherever it is. If he is aware of the library at all -- like the man who spoke this morning, Mr. Wellslager, who was aware of Carrollton -- I think that is a very fortunate situation, but more frequently that isn't the case, and they don't know what the better resources are outside of that.

Now I wanted to speak just briefly about -- this is not a new idea, but perhaps I can put it in another term -- we speak of cooperation between libraries. I would like to speak of cooperative special libraries, cooperative industrial libraries.

Using the analogy of the library which serves three very dissimilar academic institutions, let's suggest a similar arrangement for companies which have dissimilar interests. We have, for example, around the country, plenty of joint efforts from the firms which have a common interest, such as the American Gas Institute and so on, all of whom have libraries which serve the industrial companies.

We also have the John Crerar Library and the Linda Hall, but what I am speaking of is something less grandiose than those. At the local level, instead of each company trying to develop its own library, let them get together and develop a library.

Now it must be, in any given firm there is man "X" in this part of the building, or this man over here in this part of the building (indicating), and the library may or may not be close to either one of them. Or he may be across town. Or he may be across the state, from the library that is trying to serve him. So that the industrial library has this geographical problem, even if it is just down the hall.

A library that is to serve more than one company would not have any more difficult problem serving those companies in the geographic aspect than most company libraries have serving the one company.

What would be the net result? Or where should this library be?

I would suggest that it be in the public library, and this would be one way, perhaps, of getting industrial people to support the public library. One reason they don't go to the public library for business and industry is because they feel -- mistakenly, I think -- that their funds are diluted. They are not directly serving the economic needs of the firm. Now if they could be convinced that this money could go directly in there and come right back to them, I think they would be in a much better frame of mind to give better support to the public libraries.

Thank you very much.

THE CHAIRMAN: Kitty, you must have a question.

MISS SCOTT: I wondered about it, when you talked about forming one special library for a number of firms -- would you run into any problems, do you think, with regard to proprietary information?

MR. DODD: The library, the public library, this library would deal with public information available. I see that that would have to be excluded.

MISS SCOTT: Or classified information, obviously.

MR. DODD: Yes.

MISS SCOTT: Which would be industrial.

MR. DODD: But there is plenty, plenty of help that the average businessman needs, which is in the public literature, just getting it.

MISS SCOTT: What kind of cooperation do you have now, for example, between Georgia Tech and, say, Lockheed of Georgia?

MR. DODD: They are one of our users.

MISS SCOTT: That's right.

MR. DODD: We are a backup for them. That is typical -- well, I don't know if it is really typical, because they are such a big company, but we serve as a backup for industrial libraries.

We also work with companies who don't have libraries at all.

MR. LORENZ: Is this a free service or a metered service?

MR. DODD: It is a fee service.

MR. LORENZ: A fee service.

MR. DODD: A fee service; I said it is set very similar to the way we would make our research facility available on a research basis.

THE CHAIRMAN: Just one more question.

Chuck.

MR. STEVENS: What do you think should be the Commission's role in bringing the kinds of cooperative services among special libraries together?

MR. DODD: Well, I don't know. This is the private sector, and I think that this is simply a matter of education, or perhaps a pilot program might be something that might be worked out or something that would show this as an example of the way it could be done. But we are dealing with the private sector and they need to be encouraged to work together in ways in which they haven't worked together before.

MR. LORENZ: Do you have a point of view on the use of the Standard Industrial Classification Number?

MR. DODD: Well, yes, there is at least one, and I think another publication and index which is arranged by the Standard Industrial Classification, and that is Funk and Scott's Index. It is very convenient to use, if you know what the S. I. C. Number is, and it serves as a big help to the other things.

But it certainly would not replace the Applied Science and Technology Index, and the things that deal with the verbal vocabulary.

One of the better things about the Funk and Scott Index is that it covers a lot of materials, it indexes a lot of materials, such as trade journals, which are not indexed in other places, like technology such as some of the newspapers, "Electronic News", and the "Wall Street Journal". They are covered in there by S. I. C. Number.

THE CHAIRMAN: O. K., I am sorry now, Mr. Dodd, but I am afraid we must move on.

MR. DODD: Thank you very much.

THE CHAIRMAN: Thank you.

Mr. Gary Purcell, University of Tennessee.

Whereupon

GARY PURCELL

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: What do you do at the University of Tennessee, Mr. Purcell?

MR. PURCELL: I am Director of the Library School of the University, and I would like to address my remarks to one aspect of the library manpower and education needs of this area of the Southeast.

This is the problem of enabling and enticing qualified individuals to work in small town and rural public libraries. This has been referred to earlier. In fact, my colleague from Tennessee, Miss Smith, dealt with this when she was talking about the regional library.

The Library Services Act of 1956 came into being for the purpose of providing federal support, primarily for rural public library service, and during the intervening years it has -- it and its successor, the Library Services and Construction Act -- has had a major impact. But I think that any impartial observer would have to say that there is still much to be done to realize the goals which were established originally in that Act.

I would like to comment on a couple of aspects of this problem, if I could:

The first is the matter of the funding of positions. The local areas -- and I have observed this to be true, especially in the Southeast, and in my own State of Tennessee -- are quite often unable to supply or support adequate funding for personnel in rural or small town public libraries with persons who are qualified with formal library education. And although local support is increasing, and we have heard examples of that already, it is still not enough; the industrial base is not there and there simply isn't the potential for the funding, even within a state.

An example of this, I think, might be seen in the State of Tennessee, which has approximately four million persons. There are probably no more than seventy-five public librarians who possess the master's degree and this means that in effect most of the public library service is offered by persons without the benefit of this formal preparation.

Another aspect of this is the fact that salaries are usually not competitive with salaries which library positions in metropolitan areas have, or in fact in other types of libraries. And often individuals who are available on the market are not attracted to work in libraries because of the salary situation.

For example, in the City of Knoxville, in a five-block area, there is a two thousand dollar starting salary difference between the public library and the academic library for persons of essentially the same qualifications.

Now the point that I would like to make here is that I think that it is not likely and perhaps not possible for these problems to be solved without some kind of continuing federal support, and I think that it is indeed unfortunate that our federal government has not seen fit to continue this as one of its priorities.

Another aspect of this problem is the difficulty in recruiting persons who have an interest working in rural or small town public libraries.

The same problem exists in other areas. The problem of recruiting doctors is one that, I think, we are perhaps very much aware of. Persons who have an interest and a commitment in working in a small town or in a rural public library are increasingly difficult to find. At least, this has been my experience in working with students. They are usually attracted to working in metropolitan areas. And even with salaries at a competitive level, even with positions open, it is often not possible to find persons.

I think that one answer to this is some kind of support for scholarship assistance for individuals who already have an interest and who are already working in libraries without the benefit of the formal educational background.

This is, basically, what I have to say. I recognize that in essence this is suggesting that the Library Services and Construction Act, as it has been administered, be continued as a priority, and I would hope that out of the Commission's deliberations this might be a recommendation.

THE CHAIRMAN: All right. Now could you say again or give us that figure about the number of professionally trained librarians there are in Tennessee?

MR. PURCELL: This is an estimate, and I hope it won't be accepted as the gospel, but I would estimate that no more than seventy-five out of the state have the master's degree.

THE CHAIRMAN: Well, that is an astonishing figure.

DEAN DUNLAP: You must be talking about public librarians?

MR. PURCELL: Public librarians, right.

DEAN DUNLAP: Public librarians.

MR. PURCELL: Public librarians, yes, and I would compare that with any state with a similar population in the Northeast or in the Midwest, perhaps in the Far West, and suggest that there is a major differential. And I suspect that that would be replicated in other parts of the Southeast also.

DEAN DUNLAP: Are you able to keep your graduates in Tennessee, regardless of whether they go to small towns or not?

MR. PURCELL: Well, as a matter of fact, no. A sizable number of the persons that we have had graduate from the University of Tennessee over the past few years have gone out of state. But it is the case that most of them have stayed in the Southeast, in some area of the Southeast.

THE CHAIRMAN: Kitty.

MISS SCOTT: I was going to ask about the scholarships. How do you think this would affect keeping people in the smaller communities?

MR. PURCELL: Well, they --

MISS SCOTT: They are already working as non-professionals, right?

MR. PURCELL: Right.

MISS SCOTT: And you offer them a scholarship, and what would you keep them on, a contract basis after they are finished with their schooling?

MR. PURCELL: I think that that would not be inappropriate.

I know that for a period of time, I know that many of the states required a commitment of one or two years on the part of persons who received money from the Library Services and Construction Act funds.

MISS SCOTT: Yes.

MR. PURCELL: And I think that that is not an inappropriate course of action. But I suspect that if scholarship assistance were given to people from within the state for that purpose that many would choose to stay in the rural community anyway.

MISS SCOTT: Yes.

THE CHAIRMAN: Les.

DEAN DUNLAP: I live in a state where there is an out-migration of brains, and the legislature is disturbed about the fact that we are training physicians for the rest of the country, and particularly California.

We have a new library school, as does Tennessee. No more than two-thirds of the graduates have stayed within the state.

MR. PURCELL: Is that right?

DEAN DUNLAP: Which has delighted the Board of Regents.

THE CHAIRMAN: This is Iowa.

MR. PURCELL: Oh, yes.

THE CHAIRMAN: Any other questions before we resume in our public testimony?

Thank you.

MR. PURCELL: Thank you very much.

THE CHAIRMAN: I will now call on Carroll Calhoun from the North Carolina Department of Public Instruction. Mr. Calhoun.

Whereupon

CARROLL CALHOUN

was called as a witness, and was examined and testified as follows:

MR. CALHOUN: Thank you. I think I called and told you, Mr. Burkhardt, that I wouldn't speak, and then I decided I would after I came.

But I think that since I submitted this as part of the position paper presented by Mr. James Caruth, I can just summarize this briefly, since we are running out of time. I want to speak primarily to the priorities and objectives for planning library and information services for North Carolina schools -- and this is grades eight to twelve.

Since North Carolina has a population in excess of five million people, and its per capita income is less than $3,500, we are thirty-ninth among the states according to the census report of 1970, but for the expenditures for all public education, we spend 44.8 per cent of our total general government expenditures -- and this runs us twelfth, as far as effort is concerned, and so it could be concluded that North Carolina places a relatively high priority on education.

In the assessment of needs then, I will go over this just briefly, we still have a need in the schools -- both public and private -- for additional instruction materials and equipment. And this need is going to become greater if the President's proposed budget for 1974 is adopted since that proposal recommends zero funding for all library programs. The program also recommends no funds for N. D. E. A. Title II and, of course, no funds for E. S. E. A. Title II. This will create a very acute problem in our schools. It will do so because these two programs provide approximately fifty per cent of the funds available for the acquisition of materials and equipment, in the schools in our State. And in the face of increasing awareness on the part of educators of this vital role of a variety of materials in the individualization of instruction and in the instructional process, this really is important and, of course, a reduction in these funds becomes even more critical.

We have a second need of high priority, and that is for incentive for staffing of two different types:

One of them is the need for increased numbers of media -- and this is, of course, library, audio-visual -- personnel with increased competency at the school and administrative or L. E. A. level to provide the leadership for the instructional staff in the effective utilization of school media in learning activities.

Similarly, increase in staffing at the state and regional levels -- and this was mentioned earlier, I think -- could make possible the provision of services such as materials review and evaluation. There is a vast amount of media at the present time on the market, and we do need to evaluate those materials and make those evaluations available to the people.

We feel that these services can be more effectively and efficiently provided at the state or regional levels than at the local level. Funding from the federal government patterned after that in Occupational Education or Special Education programs could be an incentive for state funding on a matching basis -- and this is a recommendation that we have in here that you might want to consider.

We have taken exception to Assistant Secretary Marland's communication of February 1st related to the Office of Education's budget as proposed for 1974 on page 5, which states:

> "Moreover, the present law does not provide for aiming library funds on the basis of economic need, with the result that resources are dissipated with no signi-

ficant impact."

Now this is not necessarily so for North Carolina because in E. S. E. A. Title II the legislation provided that each state develop a plan for implementing the program, and in our state plan we employed a formula for the determination of relative need based on the needs within the schools themselves.

The copy I submitted has an attachment of this relative need formula. And the averaged scores for all the schools in each unit determined the priority rating for the L. E. A. Then the relative need thus determined controlled the priority in which the L. E. A. was placed, and Priority 1 indicated the greatest need.

Now the number of L. E. A.'s in Priority 1 decreased. In 1967 there were thirty-five in Priority 1; in 1968 there were twelve; nine in 1967; six in 1970. And then when funds were reduced during 1970, in 1971 it rose to seven. But in 1972 the L. E. A.'s in Priority 1 went down to five. At the same time these funds were prevented from supplanting local support by an eligibility requirement that the local support must equal or exceed the average of the local support for the two preceding years.

And since the relative need priority was based on a limited number of types of material, the decrease is somewhat misleading due to the increased variety of materials now available for use in schools. But as indicated earlier, changing instructional methods have tended to create a more acute need than ever before.

And if you do look at that chart, you will see that we have four types of materials listed that we think are common in public schools. We have library books, film strips, periodicals, and reports, and then we have local effort built into it as the fifth part of it. And, of course, this determines the priority under which each school is funded.

Now in our patterns of organization for the public school libraries or media centers, we think that they differ in many ways from the other types of libraries. Their justification centers on the support which they can offer to the learning activities of the instructional program or curriculum of the school. And it is believed that the administration of school media programs at the federal level will be more effective if the staff is associated with those agencies in the Office of Education which deal with elementary and secondary education.

This has been submitted in written form, and you may have a copy of it.

THE CHAIRMAN: Any questions?

MR. BECKER: Sir.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Could you be more explicit about the way in which funding is -- incentive funds are distributed by the government for occupational education and special education?

MR. CALHOUN: Well, this is on a matching basis . When the funds come to the state, the State Board of Education handles those funds, and on a fifty-fifty basis the state matches what the federal government sends in. So this is what we are talking about. It might be an incentive to do the same thing here.

MR. BECKER: Yes.

THE CHAIRMAN: Any other questions?

If not, thank you very much. I was going to ask you but we have run out of time. Thank you, Mr. Calhoun.

MR. CALHOUN: Thank you, sir.

THE CHAIRMAN: We will conclude our public testimony then with hearing from Ms. Dorothy Tracy.

Whereupon

DOROTHY TRACY

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Ms. Tracy, you represent the League of Women Voters here in Atlanta?

MS. TRACY: Yes, that's right, sir.

THE CHAIRMAN: Thank you.

MS. TRACY: Mine will be very short. And I couldn't help but think -- being an economist -- that most of the speakers prior to this have been speaking really as producers of information science and for libraries, and I speak purely as a consumer.

We are the people who receive what the libraries put out. And I am a member of the Board of Directors of the League of Women Voters of Atlanta, and we appreciate this opportunity to speak to you all.

In line with the stated goals and priorities for study and action of the N. C. L. I. S., the League of Women Voters applauds the efforts of the libraries. The emergence of new patterns in the delivery of services by libraries to rural areas, economically and culturally deprived areas, and to pre-school children is an exciting prospect. It is exciting because in our rapidly changing, ever-expanding world society, there is an increasing and crucial need for common understanding among people at all levels.

At this point, I will depart from the speech to say that the Atlanta Main Library here in the City put on a marvelous community project this summer in combining experts in the fields of transportation and city problems, education, and so on, provided bus service from all of the suburban areas, and I think it was a sterling example of the real community service to the citizens of not only Atlanta, but to all of the surrounding areas.

The libraries can serve as a substantial supportive force in this area. They can serve as information as well for private enterprise. These services would work in conjunction with community oriented programs of local government for children and adults, which, of course, is what I was speaking of.

Extensive film programs in culturally and economically deprived areas would be helpful in the delivery of the kinds of information which would benefit people in their particular communities. And there is no need to expand on that. I know that you all realize that sometimes the written word needs to be expanded -- and particularly in our area, with our literacy rate, this use of film is very needful.

The public hearings held in Chicago last fall, in San Francisco during the winter and here in Atlanta today can be of great benefit to the nation provided:

1. That recommendations of the National Advisory Commission on Libraries and Information are channelled to a vehicle which can actually implement the recommendations after they have been defined and finalized.

And that is always a problem, and we recognize that.

And 2, that funding for library programs -- and this repeats a little of the others -- be released in order to maintain services that are currently provided in local communities, in which the community residents participate.

And I just wanted to say that, you know, if there was any question about the services that the Atlanta Public Library provides for the community, that I would be glad to answer in any capacity that I could.

THE CHAIRMAN: Chuck.

MR. STEVENS: Does the League of Women Voters take any active stand here for the libraries with the legislature?

MS. TRACY: Well, now I can answer that one! You know we are politically oriented.

Yes, we do in our participation particularly with the Governor's Committee on the allocation of the budget. Unfortunately, we find it a little difficult to have input into the Appropriations Committee of the House of Representatives. The Representative, Mr. Floyd, seems to hold this completely to the select few at the House. You speak to a problem dear to my heart at the moment!

But we do what we can, and we have friends, and we work through the Governor this way.

MR. STEVENS: Do you think --

THE CHAIRMAN: Yes?

MR. STEVENS: Do you think that the National League of Women Voters is an agency which might be one to whom librarians ought to turn for an effective force through all state legislatures and federal legislature to implement new and existing library programs?

Is this something that maybe we should get the American Library Association and ourselves, perhaps, to use as an effective force?

MS. TRACY: Well, of course, you are speaking to a "true believer", you know!

(Laughter.)

Yes, of course, I do think -- speaking principally for the uses which we make of the library -- I know that this would be a fine source of political pressure to use through the National League and then, you know, drifting down through the State Leagues and then the local Leagues.

But we are, you know, particularly interested in this because of the aid to the deprived areas and, of course, the use that -- being in research myself -- that we use the library very intensively and would want to see it continued and improved as a community resource.

THE CHAIRMAN: Well, as a researcher, and as a member of a policy-making and planning body like the League of Women Voters, do you find the library resources that you have to have to be adequate? Are they good? Fast enough? Big enough?

MS. TRACY: Well, of course, I would answer this with the qualification that I can speak only in this way, from my own personal use.

THE CHAIRMAN: Yes.

MS. TRACY: I have found -- and I also have six children, who use the library ad infinitum -- and my children and I have both found that the public library, in comparison with the university libraries, for instance, hold themselves out very much as a help to the student and to the researcher. I have had -- you know, you get lost; you don't know where to find; you don't know where the index is, and I have always been made to feel that I am more than welcome, and the questions that I asked weren't stupid -- and, of course, you always want more than there is available, and I do think that sometimes the branches, you know, are of necessity very scarce in their resources.

THE CHAIRMAN: Well, thank you very much.

MS. TRACY: Thank you for the opportunity.

THE CHAIRMAN: Well, that concludes the testimony from the members of the public who signed up. We now will return to the witnesses who have sent material in advance. We will start with Margaret Elder, Consultant to the Mississippi Library Commission, Jackson, Mississippi.

Whereupon

MARGARET ELDER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Now we have your testimony and I think that you can assume that the Commission has read it, but if you would like to make some prefatory remarks to get us started, please do.

MS. ELDER: Thank you, Mr. Burkhardt.

In speaking about the topic of users, I have to admit that I am primarily a producer of library services. I would like to make two observations, to start with:

As you know from the material I wrote, planners of library services are faced with the fact that they really have very little information in depth about many categories of users and particularly about potential users or non-users. Now I think that this lack of information can apply to users as well as to non-users because we may be seeing only certain superficial and limited uses of the library and there may be other user needs that we are not understanding, even though the people are coming to the library.

Now the second observation would be this, that it seems to me that there is a fundamental, basic right of people everywhere to have access to the essential information that they need to function as citizens so that they may have some input into the political, social, and business processes that affect their lives. And I think this applies to everybody, including the illiterate, the people in the rural areas, and so on.

And this fact, I think, has implications -- important implications -- for financial support of basic information services. They have this right without respect to differences in financial ability in communities and without respect to differences in financial ability of the state, and without the effect of whatever is politically popular at the moment.

So I think that now going beyond this --

THE CHAIRMAN: Can you all hear back there?

CHORUS OF VOICES: No.

THE CHAIRMAN: Perhaps you should get a little closer to the mike -- right.

MS. ELDER: Libraries and in particular the public libraries do mediate between the sources of information and the people which we are talking about. And we have been hearing a great deal of testimony about the information network and technological advances for making information available. However, we do have to deal with the fact of this great body of people who are not seen in the library, who are seen there only superficially, and yet these people do have, no doubt, communication channels. They have, among the people and the sources of information, people that influence them. And libraries may go into elaborate programs of trying to reach these people, but I think that a fundamental problem is that unless libraries can really plug into this network of channels of communication, of influence, of motivation, that is effective and active, I think, among all people, whether they are illiterate or whoever, that you will not be able to really be as effective in providing the information and getting it into the living functions of the society.

After libraries and information agencies really understand how information -- what the concerns of the people are and what their priorities are as they see them, and how information works to result in actions, then libraries need to be able to plug into the sources of the information, whether they be local, state or national, and then appropriately deliver the services needed.

In Mississippi, the Mississippi Library Commission, in cooperation with libraries throughout the state and others, has made a number of proposals for research and pilot programs and studies to learn more about user needs and to, as I say, develop pilot programs and demonstrations, which, we hope, will show how needs can be met, and provide information for all libraries in the state and for the development of statewide effective service.

And some of these, if not most of these programs, I must say, do depend on the hope of federal funding. I think that is all.

THE CHAIRMAN: All right. As I remember your testimony, Ms Elder, you argued for the position that perhaps a great many of the user studies we have made up until now tend to be in terms of very superficial and obvious classes of people, and that you felt that since they seemed to come up with rather obvious material that gets repeated time and again, you were arguing for a much deeper study of the kind of motivations that go behind, perhaps, new kinds of classification systems.

So I wish that you would elaborate a little bit on that, if you would.

MS. ELDER: I can elaborate on my statement about this. I think this is in the area of information when you know there is a need.

THE CHAIRMAN: The problem is how to get deeper.

MS ELDER: Yes, yes, and I think that one example of what I think might be needed could be the proposal that the Mississippi Library Commission worked on in cooperation with the libraries of two of the Delta Counties and with groups and individuals in that area for an information and referral center in which we plan to have actual community workers go out and talk to people and to groups and become really indigenous people in communicating with them.

It seems to me that what we have here is the need for knowledge about interest groups, groups that bound, people that are bound together by common concerns, by common interests, by common problems -- not necessarily because they are over sixty-five years of age, or because they are elderly, or because they are poor, but because they are interested in a park here or better education for their children there.

THE CHAIRMAN: Any other questions from the Commission members?

MRS. MOORE: I would like to comment on a piece of her testimony that I think is important. I notice that here you say:

> "Libraries may find themselves doing less road building to towns that have already moved away or died by the time that they arrive. Hopefully they may become much more effective where things that matter are happening now."

I think this is particularly true of the area all across the South where towns are dying, and I am afraid we are spending too much effort on that type of activity, rather than on the type you suggest, and I want to compliment you on your insight here.

MS. ELDER: Thank you.

THE CHAIRMAN: Any other questions? If not, thank you very much.

We will move on then to William Clontz. Is he here? Mr. Clontz.

Whereupon

WILLIAM CLONTZ

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Clontz, will you identify yourself? And you are going to be talking about prison libraries, I believe.

MR. CLONTZ: Yes, sir. My name is William Clontz. I am an inmate of the Georgia correctional system.

I don't have too much of a statement to make because I am a user of institutional libraries, and the only background I can give you is that I have been in the system for six years, and I think that I know about as much about this system as any of the people that might testify concerning the institutions.

I know that I have served almost two years on the L. S. C. A. Advisory Committee, and it has been a rewarding experience, because until the time that I came on this Committee, I looked on all Committees as being political, and I thought of them as being made up of just rich "fuddy duddies", so to speak, and I didn't have any respect for these people because I didn't think that they were concerned about me or institutions or the public in any way.

THE CHAIRMAN: What do the initials stand for?

MR. CLONTZ: The Library Services and Construction Act.

THE CHAIRMAN: Oh, oh, oh, I see! I am sorry. I should know about those initials by now!

(Laughter.)

But I was thinking of you in Mt. Vernon, Georgia, and I thought it had something to do with the correctional institution.

MR. CLONTZ: No, sir.

THE CHAIRMAN: But, all right, would you proceed then?

MR. CLONTZ: I would like to just bring up one thing that I think is needed in our institutions, and this is the lower level reading material which is not given out at state level and it is hard to find in institutional libraries. The inmates in the correctional institutions are more on the lower educational level, and it is changing, true, because I came from probably a seventh grade level up to college level in six years.

But the needs of the inmates have been looked after by two ladies that were ordering the books for the Department of Corrections, and they had really no idea what type of books we needed in these institutions. And I think this was responsible for my being appointed to this Committee to try to let the Committee know what kind of books we need. And I think that we are going to have to go to the federal level in order to get the type of books and the type of material that we need.

I think that we need the employees, you know, professional people, that can come into the library and help set them up. And I think that the Library Services and Construction Act Advisory Committee could be responsible for this, to see that these things are done, investigate -- because my experience with corrections has been that these people start a bunch of programs and no one ever follows them up, so therefore they never get done. The money is appropriated and nobody ever sees any results from it. I think that the Library Services and Construction Act Advisory Committee could make sure that this is done, if funds were given to this program.

And I have to speak in its behalf, you know, as a member, and as a user of institutional libraries, and as an inmate.

THE CHAIRMAN: Are the libraries of the correctional institutions now under the administration of the Department of Corrections? Or are they a part of the State Library system?

MR. CLONTZ: Right now they are a part of the Department of -- well, it has been changed from "Corrections" to "Offender Rehabilitation".

THE CHAIRMAN: Right.

MR. CLONTZ: They come under this, and this is the problem that we have, because when funds are given directly to the State Department of Offender Rehabilitation -- but I just don't think they are being used for what they are allocated for, but last year --

THE CHAIRMAN: You think it is more efficient if the funds are given to the libraries, the State Librarian's administration? Or I am not sure I --

MR. CLONTZ: The Library Services and Construction Act, right.

THE CHAIRMAN: Right.

MR. CLONTZ: I think that this is the best way to do it, because then someone supervises this stuff and they see that the money is put into the libraries and the institutions.

Last year funds were obtained through this Committee to hire a statewide librarian, a coordinator, to travel all over the state and visit all of the institutions and help set up programs.

A position was created for a librarian with five years of library science background to be the librarian in Georgia State Prison in Readville.

And after a long delay and a whole bunch of harassment on my part, I resigned from the Committee, and the Committee had to take the funds back from the state, and now the state has asked for the funds again, and Mr. Longfellow, who is the Deputy Director, I believe, has asked to testify before this Committee and show reasons why they should receive these funds, and I think they should receive them, but I think that it should be investigated to make sure that they are used for this.

This is my complaint, that they are not being used --

THE CHAIRMAN: Could you tell us, Mr. Clontz, what kinds of books are the inmates of the correctional institutions most interested in getting and the kind of books which they need most?

I take it from the testimony that we had out in San Francisco that one area of need is legal library materials?

MR. CLONTZ: Well, we don't have this much of a need in the smaller institution that I am at now. They have a legal section at Georgia State Prison that they set up, but it needs money to build it up to where it is efficient.

THE CHAIRMAN: Right.

MR. CLONTZ: At our institution we could use law material, but like I say, our inmates are on a lower level when they come into the institution, and they need the lower educational level books, the books that are not at high school or college level. They tend to read more paperback books than any other books that we can find for them, and we think that hiring staff -- and this is the main thing -- you can put the books in there, and without the proper supervision, like in our institution, we don't have anybody to supervise them. I sit in there, and I am an inmate just like the rest of these guys, and I can't tell them, you know, "You can't do this" or "You can't do that". I can try to tell them, but then I will wind up in the middle myself.

We don't get that much cooperation from the correctional staff at the institution throughout the state, because these people are ignorant to the fact, really, as far as libraries. I think that it is changing. The system is changing toward education and rehabilitation, but there are not enough funds in the state budget to finance these programs.

THE CHAIRMAN: Right. Are there any questions?

Mr. Lerner.

MR. LERNER: I wanted to say that, following up on what you said, Dr. Burkhardt, that in San Francisco we had testimony on prison libraries, and we saw that the most successful prison libraries were those that were run by the State Librarian, or by the State Department of Education, and not by the Department of Corrections, because they had professionals operating, and they were not run by the Correctional Department, which had another point of view. They were completely separated.

So that may be something that somebody will look at.

MR. CLONTZ: Well, as long as the libraries are under the State Department of Offender Rehabilitation, they say "Do it this way", and that is the way you do it. No matter what comes down, you know, as far as the Department of Education, the State Department of Offender Rehabilitation has the last word.

They decide what is to be done and whether you can do it or not -- and they always hit you with security. You can't do this because of security. I think it is a cover up.

MR. LERNER: Do you have an educational program within the institution?

MR. CLONTZ: We have probably the best educational program in our institution of any institution in the South, including the surrounding states. We have this because of a couple of dedicated people that dug in, you know, and took an interest in it, and they are there to help people instead of, you know, to draw a salary. I think this is the only reason we have it.

As a result of it, I was enrolled in college the first of January, along with twenty-three other students, and I think this is a big step in corrections.

Like I say, it can't go much farther under state funds because state funds just won't cover it. It has to come from the federal level.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: What role, if any, does the Federal Bureau of Prisons play in the library picture within a state?

MR. CLONTZ: I don't think any, because we had a lady come down from Washington a couple of days ago, and she was supposed to come to our institution, and we never saw her. We haven't seen a lot of people that say they are coming. "We are going to come down and look at your library and we will help you with it.".

And so far only the members of the L. S. C. A. Committee have come down. These people have been dedicated to it, and they have been there when we needed them. When we call them, they come down. This is the only help we are getting.

THE CHAIRMAN: John.

MR. LORENZ: Does the same library support the educational program of the institution?

MR. CLONTZ: Well, I wouldn't say it supports it. All of the people in the classrooms have access to it. It is in a location where all of the school material can be obtained right along with the reading materials that they need, if the material was put there for them.

MR. LORENZ: But there is no staff member there, educational director or recreational director, that really pays attention to the library?

MR. CLONTZ: Yes, sir, there is. Mr. Arnsfacker is our Director of Education, or Academic Education. He is in charge of the library.

MR. LORENZ: Oh, he is.

MR. CLONTZ: But it is limited as to what he can do because he has to administer all of these tests for the school program at the high school level and set up college courses and all of this -- and I just don't think he can do it, not by himself.

THE CHAIRMAN: Mr. Stevens.

MR. STEVENS: We heard of one person's organization in which a number of the inmates were taken to a bookstore and simply told how much money they could spend in that bookstore from their available funds, and they were turned loose to come home with armloads of things that they thought would be of interest to the people with whom they were associated at that time.

Have you heard of that being done in Georgia or anywhere in neighboring communities?

MR. CLONTZ: I have never heard of it being done.

MR. STEVENS: Do you think it would be satisfactory, from your point of view, as a way to get added materials for the collections in your institution?

MR. CLONTZ: I think that it would depend on the type of individuals you chose to go buy the books. If you picked three or four guys that were self centered that they cared about themselves, if they were black, they would choose black literature; if they were white, they would choose,you know, anything dealing with white; and if they were politically oriented, they would choose political.

So I think if you chose them, you would have to study these people over a period of time to find out what type of individuals you are sending into the bookstore.

MR. STEVENS: Thank you.

THE CHAIRMAN: Any further questions?

If not, thank you very much, Mr. Clontz.

MR. CLONTZ: Thank you very much.

THE CHAIRMAN: Now we have Mr. James B. Nelson, the Director of the Cabell County Public Library in Huntington, West Virginia.

Whereupon

JAMES B. NELSON

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Nelson, if you were here earlier, you received a compliment from Mr. Becker, when we were talking to Jim Nelson. You may have missed that compliment, so I will repeat it on behalf of Mr. Becker.

(Laughter.)

MR. NELSON: There is another Jim Nelson. I have never met him, although I know that he writes speeches for Governor Ford.

THE CHAIRMAN: He was here earlier.

MR. LERNER: He is right here.

THE CHAIRMAN: Oh, there he is.

MR. LORENZ: Meet Jim Nelson!

(Laughter.)

MR. NELSON: And I also must compliment Mr. Burkhardt on being the first one in Georgia to pronounce "Cabell" right!

THE CHAIRMAN: Thank you.

MR. NELSON: For the past several months in West Virginia we have been working with the Appalachian Adult Education Center at Morehead State University in Morehead, Kentucky, on a program funded by the Office of Education to correlate activities of public libraries and adult basic education centers in four states. Besides West Virginia, other centers involved are in Birmingham, Alabama; Columbia, South Carolina; and Prestonsburg, Kentucky,

We were fortunate in starting this program because we did have the basic input to the Appallachian Adult Education Center, which has identified the user needs of the Appalachian and Southern poor white and black, identified these needs in a compendium which will shortly be published, which amounts to four volumes.

We have been engaged in the last few months in trying to identify both print and non-print materials which suit and fit these needs. We have found that there are certain basic areas in which there are very little or no published print materials:

One class of example is in the area of transportation and relocation. Presuming someone from West Virginia wants to relocate to Norfolk Shipyards, there is very little that the library can provide him, particularly if this is an individual who is reading on a fourth grade level, on how to relocate. What are the best means of transportation? What are the differences between hitch-hiking, going by car, bus, train or plane?

We have also discovered, in working with a rural Appalachian clientele, that services engendered by both the public library and the adult learning centers in these three rural counties which we are working with, mutually enrich the lives and the lifestyles of the recipient clientele and increase the effectiveness of both the public library and the learning center.

We have discovered that libraries, to be effective, especially in an Appalachian and a rural population, they must personalize their services. We have gone to such tactics as to identify -- well, we have started a card file on patrons and clients which is a much more effective card file for a library to use than, for example, their own card catalog.

We have also discovered during the last few months that the library is only one of many social service agencies serving the disadvantaged clientele. We have found that the library can effectively serve the needs of its clientele, by serving as a resource agency and clearinghouse, personalizing services of the several agencies, so that if Bessie Jones wants to find a way, an effective way, to get false teeth, she can come to the public library, and the library can tell her which individual and which welfare or social agency can give her the assistance she needs.

We have found that in the rural areas, particularly in Appalachia, the public library may be the only educational and social center -- cultural center-- available to the adult.

MISS SCOTT: Dr. Burkhardt.

THE CHAIRMAN: Yes.

MISS SCOTT: How does the card file on patrons work? That sounds very interesting.

MR. NELSON: We try to identify the needs of the individual patron.

If stories are permitted, I know of one incident that did happen in Kentucky. There was one library user who was very unconvinced that the library would ever be an effective social agency for him. That individual, they discovered that the individual was interested in fishing. A book on fishing was supplied to him. The next day he caught the world's record bass for that county!

(Laughter.)

MISS SCOTT: All right!

MR. NELSON: But it is simply a means of identifying needs to a particular patron -- what areas he wants information on, and personalizing the service to the extent that you can give the individual the information he needs without him asking for it first.

THE CHAIRMAN: Yes, Joe.

MR. BECKER: In the four volumes that you mentioned of user need studies for poor whites and poor blacks, I inferred from what you said that there are lists of materials in that --

MR. NELSON: There are.

MR. BECKER: That are required.

But are there also service objectives -- that is, goals for the library community to work toward, in order to be sure to satisfy these needs on a continuing basis in the future? And if so, what are they?

MR. NELSON: This is purely a bibliography of needs, a bibliography of materials within areas which the Appalachian Adult Education Center identifies as life coping skills, the skills which an individual will need to:

One, survive.

And two, better his life style.

And one of the biggest difficulties that the center has right now is trying to identify which ones, which of those materials, are in print. Hopefully, they will get enough government publication to continue their project until publication.

THE CHAIRMAN: You mentioned in your testimony that you average about a dollar per capita in funding. What is the source of the funding you now have?

MR. NELSON: I think you should qualify that dollar per capita.

I said there are many libraries in Appalachia where a dollar per capita is unusual and good support. There are some libraries in Appalachia which are non-existent because there is no support.

THE CHAIRMAN: Right.

MR. NELSON: I would also say that the bulk of rural library programs in Appalachia are in serious jeopardy with the loss of Library Services and Construction funds, since out of that dollar per capita at least half has consistently come from federal revenue.

MR. BECKER: Has any come from the Appalachian Regional Commission?

MR. NELSON: The Appalachian Regional Commission will assist construction programs under Section 214. But there is a great difference between a capital improvement program and direct human services.

THE CHAIRMAN: Yes. Lou.

MR. LERNER: You say half of the funding comes from L. S. C. A. funds. That is important for us to know because, in terms of urban libraries, for example, we see that roughly ten per cent of their funding comes from federal funds, and that is the thing.

MR. NELSON: Remember that this is a rural Appalachian region.

MR. LERNER: Yes.

MR. NELSON: Where the per capita income may be often less than a thousand dollars a year.

The tax revenue is basically limited. There is no such thing as an extractive tax on coal. The basic resources for the area are limited.

MR. LERNER: Well, you have to answer this question then, which you really haven't answered directly, which is, when L. S. C. A. funds end, are you out of business--period? And if not, how close?

MR. NELSON: I wish you would ask me that question tomorrow afternoon. There are budget hearings in Charleston then. I think that there is a good chance that West Virginia may take up the gap between L. S. C. A. -- but it is impossible to say until tomorrow.

Hopefully some of the states will take up the slack, but if no one steps in, I suspect that most rural library programs in Appalachia are programs of the past.

MR. LORENZ: Will some of this be done with revenue sharing or with other tax resources?

MR. NELSON: Well, remember revenue sharing also includes many other programs. And when you are in a rural Appalachian County, where survival needs are very imperative -- food, shelter and housing -- those needs must be met first. I am afraid that revenue sharing is not going to step in nearly to the extent that it should.

THE CHAIRMAN: Any further questions?

If not, thank you very much, sir.

MR. NELSON: Thank you.

THE CHAIRMAN: I would like now to call on Ruth Collins.

Whereupon

RUTH COLLINS

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Miss Collins, I want to apologize for having overlooked you, but something went wrong with our information system between the front desk and here, but I hope you haven't been kept waiting too long.

You are a child care consultant in the Department of Human Resources in Atlanta, Georgia, right?

MS. COLLINS: Yes, and I am going to be talking about users of services.

THE CHAIRMAN: Good.

MS. COLLINS: I want to summarize for your Committee very briefly to highlight a need for statewide planning for library services for day care children.

We are aware and very appreciative of library programs at the present time. We are asking for a focused and amplifed and more mobile service.

In Georgia we are talking about a population of approximately 100,000 children. More than half of these are in private and non-profit day care centers, more than half of them in small communities and rural areas. And if we are to have children -- I question the statement that was made earlier, "How do we turn the users on?" When we have children ready to read when they go into the first grade, people who are going to be eager readers and library users, they need to have a happy and consuming association with books as pre-schoolers. We find that good books generally are not available even in the large bookstores in the metropolitan areas, and they are very costly. The price would be prohibitive for a private day care operator.

We find also that the teachers are inexperienced in the use of books, records, films. And so we would propose that this mobile service bring the service to children; we find them in stable groups, so that they can be reached with a developmental and continuing service.

We would like to ask the librarians, the trend people, to teach the teachers how to use these very excellent materials that are really available to the day care centers, no place else. We need -- we are not sure where to ask for this service, but we would certainly like to see it initiated not only in Georgia, but nationwide.

THE CHAIRMAN: Are these day care centers also affected by the recent federal withdrawing of funds?

MS. COLLINS: Yes.

THE CHAIRMAN: What happens to the programs?

MS. COLLINS: The programs are being eliminated.

THE CHAIRMAN: Completely?

MS. COLLINS: Completely, in many instances. The supplemental services are being cut in other cases.

I heard a figure yesterday of, for every thousand mentally retarded, seven hundred will no longer be eligible for service under the new guidelines. This is symptomatic of what is happening to us in federal funding.

MRS. MOORE: This is particularly true in the rural areas, where there isn't a sufficient number to meet the guidelines, isn't that right?

MS. COLLINS: No, this is based on income, and this will eliminate seven hundred out of a thousand.

MRS. MOORE: Well, income, but also whether or not there are enough children who are mentally retarded in a given area, in a rural area, for the service to be continued.

MS. COLLINS: The State of Georgia has initiated a day care program, a training program for the mentally retarded, in each county in the state, and it is children from these homes that will be terminated.

THE CHAIRMAN: I hope it is the programs that will be terminated and not the children!

(Laughter.)

John, did you have a question?

MR. LORENZ: Are the day care centers eligible for revenue sharing funds?

MS. COLLINS: They are. We find priorities though.

MR. LORENZ: Have decisions already been made in some cases that have eliminated day care centers as one of the recipients?

MS. COLLINS: A number of the day care centers have already had to be closed, and others have been given notice. This will affect the working poor particularly.

MR. LORENZ: Yes.

THE CHAIRMAN: Joe.

MR. BECKER: Are the number of day care centers so numerous that the public library system can't provide the service required?

MS. COLLINS: There are more than twelve hundred licensed day care centers in the state -- approximately half of them in the metropolitan areas and half of them in the smaller communities and rural areas. And I am particularly concerned about the people in the small communities and the rural areas.

We get good individual service from the libraries in Atlanta.

THE CHAIRMAN: Now I gathered from one of the other witnesses that appropriation hearings are now going on in the Capitol.

I trust that somebody is there representing the facts that you have just given us, so that this would be something that would be -- that a case for that should be made over there.

Is that going on now?

MS. COLLINS: Yes, it is.

THE CHAIRMAN: Anyone else?

All right, thank you.

MS. COLLINS: I appreciate this opportunity.

THE CHAIRMAN: All right. Now Anne Stottlemyer. Ms. Stottlemyer.

Whereupon

ANNE STOTTLEMYER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Ms. Stottlemyer, you are here, I gather, for Ms. Gerrard, but I gather from the same West Virginia Commission on Aging?

MS. STOTTLEMYER: That is correct.

THE CHAIRMAN: Correct. Charleston, West Virginia.

MS. STOTTLEMYER: I have nothing to add to my testimony except one point:

When Mr. Nelson was speaking, he was talking about the library providing information for people to obtain services: this could overlap with programs which the Commission and other aging programs have, and I think that one way that we could overcome this would be if the State Library Commission would have control over the library programs, which would also be connected with programs for the aging.

We have spoken with the Library Commission in West Virginia, and there is some talk of having programs go through the Library Commission to supervise these services.

And one example is the "instant library". We have opened -- well, the Library Commission has opened one in Mann, West Virginia, and in this he hopes to have an outreach worker who would go out into the community and provide some of the services.

THE CHAIRMAN: Lou.

MR. LERNER: You base your testimony on service to the rural aged?

MS. STOTTLEMYER: Yes.

MR. LERNER: How does that differ, in fact, from the aged living in a city, who are still, you know, somewhat isolated, but in a slightly different way? How would the programs really differ, except in terms of difficulty of delivery, as it were?

MS. STOTTLEMYER: The main problem would be the difficulty of delivery.

In both cases, you would have to have someone go out and find the elderly. This is true in the urban areas and in the rural areas as well, where people don't even realize that these people are existing and living because they never come out.

And in the rural areas, the transportation is a very large problem, because they don't come out of their homes and people don't get back in there to them. And in a lot of cases they can't even get books through the mail because they don't have mail delivery.

MR. STEVENS: That was a point you made in your testimony, about the unavailability of mailed library materials.

Could you go into that a little more in detail and explain that, and maybe go into a little more detail about how the Commission could better perceive the needs of the elderly? I think if we have to think about going out and actually finding the people, to then understand what the information needs of those people are, without your guidance, might be too much for us. Maybe you can help us.

MS. STOTTLEMYER: Well, hopefully we could help with our workers who have worked with the aged, and could help provide the sort of services that they would need.

The basic thing here would be the information and referral services. If the libraries would send people out into these areas to find them, and find some of their questions, and then come back and work with our people on directing these people toward services and moneys, hopefully.

THE CHAIRMAN: Is the chief need for information type of material? Or is it mainly recreational?

You do seem to emphasize that the main problem seems to be loneliness and boredom. And I would gather from that, that it is the material of some interest of a recreational or cultural sort that probably is most in demand or most needed. Is that correct?

MS. STOTTLEMYER: Well, I would say that there is a great need for it, but the greatest need, of course, would be for information about services.

THE CHAIRMAN: I see, right.

MS. STOTTLEMYER: I think I mentioned in my testimony that these people cannot get out to the services.

THE CHAIRMAN: Right.

MISS SCOTT: How do you create an instant library? What did you mean by that?

MS. STOTTLEMYER: Well, it is a modular structure, and it was put up in a very --

MISS SCOTT: Oh, you are talking about actually a building?

MS. STOTTLEMYER: Yes.

MISS SCOTT: Oh, not a collection?

MS. STOTTLEMYER: Well, the Library Commission provides the collection, and I have a thing about that here, if you are interested in that.

MR. LORENZ: Other than materials that would be of interest to the aging on programs for the aging, do you feel that their interests in what they had to read would be significantly different than the interests of almost any age group of adults? Wouldn't it range right across all of the entire spectrum of the literature?

MS. STOTTLEMYER: It would except, I think, that in many of these rural areas you will find people who have never read before and never had time to bother to. And in this case I think that some of the things like large print books or talking books would be a special help.

MR. LORENZ: So it is not only aging, but educational level?

MS. STOTTLEMYER: Yes.

MR. LORENZ: As well.

MISS SCOTT: You have worked with the Library of Congress on this program for the blind?

MS. STOTTLEMYER: The Library Commission does -- the Commission on Aging.

MISS SCOTT: How successful is it, as far as you are concerned?

MS. STOTTLEMYER: As far as we can see, they are doing a very good job, but largely in the urban areas. It hasn't been in the rural areas as much.

MISS SCOTT: Would it be the types of books that are being used for them, for information?

MS. STOTTLEMYER: That could be, but I don't know.

MISS SCOTT: I mean, their interests -- if they have never read, I am just wondering about the caliber of books.

THE CHAIRMAN: Speak up, Kitty.

MISS SCOTT: In that program.

MS. STOTTLEMYER: Yes, I think that would be possible. I am sure that things like the "Readers' Digest" on talking books would be of great interest.

MISS SCOTT: Right, right.

THE CHAIRMAN: Lou.

MR. LERNER: It seems to me that your workers, your field workers, reaching out to the aging, would lend themselves to working with other state agencies.

MS. STOTTLEMYER: Yes.

MR. LERNER: At the same time, you know, other social service agencies, for example, or those who deliver hot meals to the elderly -- that this could be a combination service. Have you looked into this area?

MS. STOTTLEMYER: We have tried that with "Meals on Wheels" and in Kanawha County, where Charleston is, they are going to pass out some literature for the Kanawha County Public Library on things for the aging. But here the women rush in and hand out the meal and rush back out because they have to do that to serve hot meals. So this doesn't work very well.

We have tried to get them to sit and talk with the people, but it doesn't work.

MR. LERNER: And the next person's meal gets cold?

(Laughter.)

MS. STOTTLEMYER: That's right!

MR. STEVENS: Is the material that goes with "Meals on Wheels" in large type?

MS. STOTTLEMYER: Yes.

MR. STEVENS: Great.

THE CHAIRMAN: Anyone else? Now thank you very much, Ms. Stottlemyer.

MS. STOTTLEMYER: Thank you.

THE CHAIRMAN: We will now hear from Eloise Groover.

Whereupon

ELOISE GROOVER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Ms. Groover, you are with the Department of Education and Educational Media at Tallahassee, Florida, right?

MS. GROOVER: Yes.

THE CHAIRMAN: And you are particularly interested in elementary and secondary school children?

MS. GROOVER: That's right.

THE CHAIRMAN: Now we have got your testimony. Do you want to add to it in any way?

MS. GROOVER: I have prepared additional testimony which I would like to submit to you, if I may.

THE CHAIRMAN: Fine.

MS. GROOVER: And it is some improvements, like the second verse of the Sunday psalms, you know, but I would like to call your attention to one or two points, if I might, and then to answer any questions that you might have of it.

THE CHAIRMAN: Good.

MS. GROOVER: A number of years ago Dr. Jean Lowry was doing a study of elementary school libraries throughout the nation, and she remarked that Florida's school libraries were far younger, better than many others in the nation. And one of my colleagues responded to this statement by saying, "Then God help the rest of the nation!"

(Laughter.)

And I would like to share with you in response to this, these truths -- we are indeed in sad state because we have many inadequacies and deficiencies. In the area of personnel we are woefully lacking. Now we have approximately one librarian for each 823 students that we have enrolled in the Florida public schools, and this, as you know, is far below what the national standards recommend.

In order to supply the number of persons that we would need in Florida alone, some four thousand additional persons would be needed. And even if we estimated on the basis of a minimum salary of something like seven thousand dollars, this would call for an additional 28 million dollars, which our state is not spending.

There is, of course, as you know, no national support for personnel either, and no support for our supportive help, aides, technicians, or whatever you might call them, in the libraries.

We also have our difficulties in the State of Florida in that we earn units for librarians as a special service unit, and we earn one unit for each classroom unit that we have. But among those units we must supply the principal, the coach, the art teachers, and about this many other special interest groups. So the librarian is only one of those.

Another thing that I would like to call to the attention of this Commission, if I might, is the lack of materials. We in Florida still have about half the amount of book materials needed to meet the national standard. Now we have something like ten and a half books per student, which is fairly good maybe as far as states go, but it is less than the national average.

Here if we had enough materials just at six dollars per book -- and this is just book materials alone -- we would need something like 88 million dollars.

If I might plead with this Commission, it would be for a fellowship program and a grant program for the training of additional personnel.

Also, if we might have -- if there were any way that this Commission could use its influence for additional support for materials -- not just book materials. I used that simply because it was convenient.

And a third thing that I would plead for your influence in establishing some regional evaluation centers. Mr. Calhoun has already brought out all this. May I answer your questions?

THE CHAIRMAN: Go ahead. No, no, finish up.

MS. GROOVER: Those are the three things --

THE CHAIRMAN: Oh, right, right.

MS. GROOVER: That I would beg of you to give your consideration and to use any influence that you have in those areas.

THE CHAIRMAN: Right. In your description of the school media centers, to a certain extent these are new re-arrangements, aren't they?

MS. GROOVER: It is "a rose by any other name", I suppose.

It is the same -- actually it is the school library. For many years the libraries in Florida, particularly, we had what we called the school libraries. Then we went through a period of time when we called them the instructional material centers. And now they are called the media centers. Basically they are the same.

THE CHAIRMAN: Oh, I see.

MS. GROOVER: In that the holdings of these places, you might say, include all types of materials, both print and non-print.

MISS SCOTT: There is a heavier concentration though of audio-visual materials, is that right?

MS. GROOVER: No, no, no, no.

MISS SCOTT: You have a balance of materials?

MS. GROOVER: We have a balance of materials, and we are happy to report to you now that we see now a balance of expenditure in materials from the state level. . For a long time, particularly with federal funds, with the E. S. E. A. Title II funds, there was an expenditure of primarily book materials in library resources, but we see now, after a period of two or three years, that this is a leveling off and all materials -- audio-visual materials as well as book materials are fairly equal.

THE CHAIRMAN: John.

MR. LORENZ: When you talk about training of school librarians or school media supervisors, do you mean 5th yr library school primarily or some other kind of training?

MS. GROOVER: I mean the basic program, which may be an undergraduate program, but, yes, I suppose I do mean the fifth year program plus provision for in-service training. This is a critical need in our area.

With the change in materials, the format of materials, the technology methods, the new organizational patterns of schools, changes in the curricula -- all of this demands additional training from anyone who is going to stay in the field of education.

MR. LORENZ: Has your state school superintendent or your state administration of schools taken a position on special revenue sharing at the federal level as a substitute for federal assistance to schools at present?

MS. GROOVER: To my knowledge, no.

MR. LORENZ: They have not.

THE CHAIRMAN: Any further questions from the Commission?

Chuck.

MR. STEVENS: I wonder if I might ask about your figures for additional expenditures for personnel and materials in Florida and how you feel about the National Commission's responsibility toward that level of expenditure?

You talked, for example, about 28 million dollars additional being needed per year, I would assume --

MS. GROOVER: Yes.

MR. STEVENS: If you would add the number of people that you feel is necessary to meet the minimum requirement for library and media specialists in schools alone, and an additional eighty some million dollars for materials to bring the level of materials up to the minimum standard level in school libraries alone.

MS. GROOVER: Well, of course, in that figure I gave you for salaries, I was speaking only of salaries. That doesn't include the things like teacher retirement and, oh, health and insurance and all of that, that would go along with that position.

So it would be even greater than that.

MR. STEVENS: So the figure is higher?

MS. GROOVER: Right.

MR. STEVENS: It is better than 100 million dollars initially?

MS. GROOVER: Right.

MR. STEVENS: With a continuing expenditure of at least thirty million dollars per year additionally for people?

MS. GROOVER: Right.

MR. STEVENS: And I wonder where you think the role of the Commission comes in terms of helping Florida to find its own way to getting those funds so that it can meet its own needs?

MS. GROOVER: I really do not see the Commission as having this kind of responsibility. I was hoping that the Commission might use these figures as an example of a need in one state and I suspect that this need is repeated over most of the states within the nation.

And this would give some idea of the great need that we have for personnel, and something of what it would take in dollars and cents to supply that personnel. Hopefully, we could bring that to the attention of the legislature -- this is the federal legislature, and the programs.

Also, that in guidelines, as guidelines are being written for federal programs, that some attention might be brought to these items, that they might not be left out. For instance, in revenue sharing, which, of course, education doesn't fall into that -- but there will be some guidelines that should be written, and I hope special programs aren't left out.

E. S. E. A. II, for instance, will be, unless something is done, it is likely not to exist any more after June. Neither is N. D. E. A. III. Both of these two titles have provided a great amount of material for school libraries. If they are going to be lumped into one other big form, I hope that some guidelines are drawn so that attention can be given to these items.

THE CHAIRMAN: Well, thank you, Ms. Groover.

MS. GROOVER: Thank you.

THE CHAIRMAN: We will move now to Mary Louise Creech.

Whereupon

MARY LOUISE CREECH

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Miss Creech, it says here you are a student at East Carolina University in Greenville, North Carolina.

Is that correct?

MS. CREECH: Yes, sir.

THE CHAIRMAN: We have your written testimony. Is there anything you would like to add to it now, Miss Creech?

MS. CREECH: I would rather answer questions you have about it.

THE CHAIRMAN: All right. Yes, go right ahead, Chuck.

MR. STEVENS: I twisted Miss Creech's arm to come here and I want to express appreciation to her for coming.

Let me pose a question this way:

You said when we talked before the hearing that you are going to be changing schools, or at least you are thinking of changing schools?

MS. CREECH: Yes, sir.

MR. STEVENS: And one of the things that you will find when you get to a new school, wherever it is, will be a different library and a different method of information delivery and maybe a different attitude toward information services. If you could kind of postulate what you would like to see in an ideal college library and its information services, what are some of the things that you would like to have?

MS. CREECH: Well, I think that I am moving to a library that will have much of the ideal college requirements for a library, coming from E. C. U. to State, and I have used State's library before, mostly because E. C. U.'s library is not adequate.

And State's library is tremendous; it is huge. And it has the resources for the kind of college materials I need, whereas E. C. U.'s library is small and most of the subjects that we have to look up in the library are not there to look up and we have to use another library.

MR. STEVENS: I wonder if you could look at this in a historical perspective.

Eastern -- let's see, Eastern Carolina University used to be East Carolina Teachers College at one time, is that right?

MS. CREECH: Yes, sir.

MR. STEVENS: And when it was a teachers college, it no doubt met the needs of training for elementary school and secondary school teachers, and the library was oriented toward those needs. And just how long it existed as a so-called normal or teacher training institution, I don't know, but do you think that the difference in the libraries at the State University at Raleigh and what you found at East Carolina University are largely a creation of history, or are there some other factors that are involved?

Are student demands coming to the front now? Are your fellow students asking for better and more library services and more materials? What are the factors that will change that?

MS. CREECH: Well, I think that to want a better library, you have to have teachers to ask you for better resources, and the need is on special subjects, and we do not have the resources, so we will cut down and do it through our term papers this way, whereas at State they write the term papers from the resources and they have to find the resources, and so therefore they demand better resources from their library than they have, whereas at E. C. U. lots of times you can use just books, and you can use a book that has been used, and at State you would probably have to use your own resources like many books instead of like one handout, when they already have them set there and all you have to do is put them together -- you have to find the resources yourself.

MR. STEVENS: What about the availability of library services in terms of numbers of hours? Do you find that the library where you are now is open enough hours to serve you? Or is there a dormitory collection that takes care of hours when the library is closed?

What are the needs in terms of the time availability?

MS. CREECH: The library is open from eight in the morning until ten or twelve at night. It is open plenty of time for you to use it.

But most of the people who use the library just go in and study. They don't go in to use it really. And also, the library is on a closed stack system and you are not -- the books are not available for you to see. You have to go and check them out, you know. You have to write a little card and have them brought down, and most of the time when you have them brought down, you get them and you look at them aren't what you need, and whereas if you had an open stack system, as State does, you can just go in and find the books you need and just bring them and take them out.

THE CHAIRMAN: Lou.

MR. LERNER: You are, obviously, a library user.

MS. CREECH: Yes, I am.

MR. LERNER: How do you, how would you suggest that you get your fellow students, who are non-library users, to use the library? What does the library have to do? What does it have to have in it? How does it or what does it have to do to get your fellow students, who don't use it, to use it?

MS. CREECH: First of all, it has to have an atmosphere that will inspire somebody to go into the library to use the material and I don't believe that this atmosphere can be created through a closed stack system, because the card catalog --

DEAN DUNLAP: Well, do I suspect that there is an old building here that can't be corrected? I don't think any university librarian worth his salt would hold to a closed stack system if he could get rid of it, but sometimes in an old building there isn't much more that can be done. What is the situation there?

MS. CREECH: That is the problem, with the students. A couple of years ago the students were asked to vote on whether they would have a new library or a new student union and they voted for a new student union.

DEAN DUNLAP: There you are.

MS. CREECH: Whereas they do not really -- I don't think they really need the new student union. That is the problem with college students and library space -- they don't really care. And somehow they have to be inspired to think about the resources to be available for them.

DEAN DUNLAP: I would certainly agree with your point about directory information in the lobby. I don't see why that couldn't be managed, even though you are in an old building.

You also mention free photocopying. This is simply a budget matter. What budget is that going to come out of?

MS. CREECH: I have no idea. I don't have any idea about how money works.

DEAN DUNLAP: That is like free hamburgers and free cokes.

MS. CREECH: What I am saying is that there is so much limited amount of research materials and, especially, documents, and if somebody else needs them, you just have to wait, and I feel that maybe two or three sheets of copying would be a lot --

DEAN DUNLAP: Per student per day?

MS. CREECH: Yes, sir.

DEAN DUNLAP: That would be a lot of money, young lady.

MS. CREECH: Well, if you consider that it is not going to be, let's see, the people who use it, the people who use that, who use this, will be able to take advantage of the fact that they are going to be able to copy; if you put it in a document or someplace like that, only the people won't take advantage, over-advantage of it, they will just use it because it is there for them to use, not because they are going to get away with it.

DEAN DUNLAP: Well, it is still just a budget matter.

MR. STEVENS: Just to add some fuel to the fire, if there were three pages a day per student, that might be a nickel a day, which is fifteen cents per day per student. Would you countenance having fifteen cents per day for, say, what is it -- 160 school days per year added to your tuition which is a relatively small amount? Do you think that the students would take that as a tuition item?

MS. CREECH: Either that or do it in overdue fines, increase them, do that, because that would be a way of income that the students would not really fuss about as much because they are using the library then. It is the people who are using the library who pay for this advantage, instead of just everybody.

THE CHAIRMAN: Any other questions?

MISS SCOTT: I was interested in the proposition about standard library cards, that you could borrow at another point, in other words, at another library. For instance, you will be at State.

Will you plan to go back and forth?

MS. CREECH: Well, a lot of us go home and borrow books from their own library, because they are very familiar with it, and if they can't find it in their library at school, they can go home and get it.

MISS SCOTT: True.

MS. CREECH: And if we had a standard library system -- it would make this --

MISS SCOTT: Card.

MS. CREECH: A card, you could just send it back here.

And also I just wanted to add this. On the card, you could have your social security number. They do it in college with the I. D. cards, and this way you can keep up with the student and his current address and you can find books even if they don't turn them in.

MR. STEVENS: Could you say something about non-book materials in college libraries and whether your work as a student has involved any audio, audio-visual, or visual materials other than books, and whether you have any guidance for the Commission on what it ought to be thinking about regarding A. V. materials and academic libraries?

MS. CREECH: The only A. V. materials that I am familiar with at all are on films that we can check out like from the State Health Department and probably the listening things for the foreign languages. Except for that, I don't know anything about A. V. materials in the libraries.

MR. STEVENS: Thank you.

THE CHAIRMAN: Thank you. Any other questions? If not, thank you, Miss Creech.

MS. CREECH: Thank you.

THE CHAIRMAN: We will call now on Mr. Casper Jordan.

Whereupon

CASPER LE ROY JORDAN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Jordan, you are Assistant Professor for Library Service at Atlanta University here?

MR. JORDAN: That's right.

THE CHAIRMAN: And you sent us a very thorough report on the situation in black academic libraries, a report which I have found very interesting, and I am sure that the rest of the members of the Commission have found it so, and find it useful in our deliberations. Did you want to add in any way to it?

MR. JORDAN: No.

THE CHAIRMAN: While we ask you questions?

MR. JORDAN: Just a little bit. I find a couple of things on the problem in the paper -- after that I received some more information concerning the publicly supported black academic libraries, and I think that needs to be added to the picture. It makes it worse than it was before.

In the study which I received yesterday, it was based on a survey of thirty-four publicly supported black academic libraries. There were thirty who came below the standards of the A. L. A. standards of 1959, and they have a deficit of 1.6 million volumes, and at 1971 prices -- which was $13.25 -- it comes to 22.4 million dollars just to bring these libraries up to the minimum standards.

And since the testimony was presented I also recalculated the figures for the privately supported black academic libraries, and in 1968 there was a deficit of 700,000 volumes, and in the 1971 report it had been reduced or whittled down to 588,000 volumes. And at 1971 figures of thirteen and a quarter, it came to 7.7 million dollars.

So now, just to bring the academic libraries up to the meager minimum standards of A. L. A., it would take 30.2 million dollars.

THE CHAIRMAN: Yes. Mr. Velde.

MR. VELDE: Mr. Jordan, how are enrollment figures at your schools?

MR. JORDAN: Approximately one half of all of the black students enrolled are enrolled in these predominantly black colleges.

MR. VELDE: I mean how -- is enrollment still gaining or is enrollment up?

MR. JORDAN: There was a study which came out after the 1972 September enrollment, and some of the black colleges had experienced an increase and some had not lost any, which was different from some of these predominantly white schools.

THE CHAIRMAN: Mr. Jordan, in your statistics you refer to periodicals, and I believe in every case you are talking about bound periodicals.

Now I wondered why didn't you get statistics on the number of subscriptions to periodicals at these institutions?

MR. JORDAN: I do have.

THE CHAIRMAN: Oh, you do?

MR. JORDAN: Yes.

THE CHAIRMAN: Is there a reason why you use the bound periodical figures?

MR. JORDAN: We were talking about volumes in the study.

THE CHAIRMAN: Yes.

MR. JORDAN: But I do have information on the number of titles that are being subscribed to -- and that picture is not too good either.

THE CHAIRMAN: I was wondering whether it wouldn't even be worse because of the pressure on the amount of money that has to be paid out?

MR. JORDAN: That is true, yes.

THE CHAIRMAN: Joe, did you have a question?

MR. BECKER Mr. Jordan, the formula which A. L. A. has as a standard, I am not familiar with that one. I am familiar with the Clapp-Jordan formula.

MR. JORDAN: Yes.

MR. BECKER: But which one was used?

MR. JORDAN: At the time that it was taken, we used the A. L. A. formula, which says you have a basic collection of fifty thousand well chosen volumes for an enrollment of six hundred, and an additional ten thousand for every two hundred students.

Now in the new survey which has just been completed I did use the Clapp-Jordan formula, but because of the size of some of the libraries, there is very little difference between the A. L. A. minimum and the Clapp-Jordan formula.

MR. BECKER: Oh, I see.

THE CHAIRMAN: Yes, Lou.

MR. LERNER: I want to ask a question similar to Mr. Velde's but pinpointing it a little more.

In predominantly black colleges and universities, how many of them do have a college of library science, a school of library science? And what are the relative figures of enrollment and what is the outlook for more black librarians coming out of these schools and others?

MR. JORDAN: There is only one accredited A. L. A. library school, and that is the Atlanta University.

North Atlanta Central University has a school of library science which, hopefully, will be accredited shortly.

And then there are some departments of education which have programs for preparing teacher librarians.

But the only two library schools whose mission is to train black librarians among others -- and, of course, the two of them can't train all of the black librarians, who would like to be librarians if they had the money to go to library schools.

So there is a great need for money for scholarship and fellowship aid to the library schools.

MR. LERNER: What is your enrollment?

MR. JORDAN: Oh, it is a little over two hundred. That is part time and full time.

DEAN DUNLAP: What is the second school? I didn't hear you.

MR. JORDAN: North Carolina Central University in Durham, North Carolina.

MR. BECKER: I understand that in the higher education area that funds are available for grants in aid to students that meet the need of some kind of test that they have for need.

Is this an area that is going to provide more support for your students?

MR. JORDAN: I am not familiar with the program.

MR. BECKER: Do you know which title that is, John? It is the Higher Education Act. There are two things:

The only place, fellowships as we know them have been withdrawn from library schools, but in general, in terms of grants in aid to students enrolled at universities and academic institutions, I understand that there is an increase in the money that has been proposed by the administration rather than a decrease -- and as well as the student loan area; that amount of money went up as well.

It is fairly new, and I just thought I would mention it.

MR. LORENZ: Well, it is proposed for fiscal 1974, I believe.

MR. BECKER: I see.

MR. LORENZ: And not yet in effect.

THE CHAIRMAN: Mr. Jordan, on page 2 of your report, you state that:

"Study should also be supported to attempt to resolve legal restrictions which prohibit new patterns of support for innovative cooperative efforts."

Could you give us an example?

MR. JORDAN: Yes. Oh, about four years ago, with Carnegie Foundation funds, the cooperative college library center was financed here, and it serves as a centralized cataloging service to college libraries.

And there was an attempt to include publicly supported libraries in the program, but there were so many technicalities involved in legal restrictions that we were unable to include them in the service, and they were anxious to get in because it was one good way of getting their books cataloged, but they just couldn't seem to surmount all of the difficulties involved with the various states in getting permission to join the cooperative college library center.

THE CHAIRMAN: These are state regulations about participation?

MR. JORDAN: I think it was because the privately supported schools were in and also they were being supported with private funds and so forth.

There were a number of legal restrictions which prevented them from using the services.

MRS. MOORE: Were those state legal restrictions?

MR. JORDAN: Yes.

MR. BECKER: Do you see the trend towards networks, Mr. Jordan, as being an opportunity?

MR. JORDAN: That would certainly be an excellent opportunity, networks, because they are, for instance, in just the field of periodicals there would certainly be no need for all of the schools to have periodicals, but there are some that maybe some schools should have and also serve as a bank for lending the materials to other schools.

MR. LERNER: Do you look at this as a regional situation?

MR. JORDAN: It is regional because, except for two or three, practically all, in fact, practically all of the black schools are in the Southeast and the South.

THE CHAIRMAN: Mr. Jordan, is this study that you have made here part of a larger one that you are engaged on?

MR. JORDAN: A smaller one.

THE CHAIRMAN: A smaller one?

MR. JORDAN: Yes.

(Laughter.)

If you can believe that!

THE CHAIRMAN: I was just wondering whether you were making any plans to publish it?

MR. JORDAN: Parts of it have been published, and another part of it will be published in part of A. S. I. S. publication in the spring.

THE CHAIRMAN: John.

MR. LORENZ: Will Atlanta University be a part of the new cooperative center that is being planned in terms of O. C. L. C. likelihood?

MR. JORDAN: Parts of the complex are already in it. It depends on the individual schools, but so far two are in it, and two more are considering membership.

MISS SCOTT: Would you say though that most could not afford it?

MR. JORDAN: That is true.

MR. STEVENS: Casper, you had some things to say about poor preparation in terms of the students that are in the schools with which you are most closely associated and talking about in your testimony.

That particular area of interest comes to me very strongly with regard to the libraries in this sense, that if you had as a given excellent college libraries, what would then be the lack?

What would you think then ought to be the next point of attack in order to overcome the poor preparation and, therefore, the poor product, the less excellent product, if that is an outcome?

MR. JORDAN: Well, the final result has not been a poor product.

I imagine that in spite of the poor collections, the black schools have turned out a tremendous number of excellent citizens of the country. However, if the secondary schools in the South -- and they have improved their education -- if they would continue to improve it, we would have as an entering student a better prepared student to use the library facilities, and a great deal of library instruction which goes on now could be reduced because it is necessary almost to "spoonfeed" them in teaching them the use of the library when they get them, and they have not had access to good library service, public or in schools.

THE CHAIRMAN: Any further questions?

Yes, Kitty.

MISS SCOTT: What are you doing individually, yourself, and with other of the black colleges, to recruit for the profession?

I know you are a professor of library science.

MR. JORDAN: Yes.

MISS SCOTT: But to other universities? What are you doing for the undergraduates?

MR. JORDAN: We are always recruiting. Every time we go out for another purpose, we do find time to recruit, when we are there. There is no money available for recruiting as such, but ~~if we~~ are out consulting or speaking, we always find time to or ask for time to recruit when we are there, and then a number of our students also recruit for us. But that is always on-going.

We have perhaps for every one that appears maybe two couldn't come because there was no money for them to come. And then we do not have enough financial aid to allow them to come.

MISS SCOTT: Yes.

THE CHAIRMAN: Well, if there are no more questions, I want to thank you, Mr. Jordan.

I will now call on Annette Phinazee from North Carolina Central University.

Whereupon

ANNETTE PHINAZEE

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Welcome, Miss Phinazee. Did I pronounce your name correctly?

DR. PHINAZEE: Phinazee.

THE CHAIRMAN: Phinazee. Would you tell us what your position is at the University?

DR. PHINAZEE: I am dean of the school of library science.

THE CHAIRMAN: Would you care to add anything to your testimony you sent us before we ask questions?

DR. PHINAZEE: I had one item, but I also have three reactions to comments I have heard from others, if I might make a statement.

THE CHAIRMAN: Please do, yes.

DR. PHINAZEE: On Mrs. Collins, who spoke about the need for day care center library service, and said she didn't know where to go for help, I am not sure that I can give her the answer on where to go for the kind of help that she mentioned, but I would like to say that at North Carolina Central University we have been aware of the need to prepare librarians in this area, and we have what we have been told is the only program in a library school to train librarians in this area.

And I must admit that this has not taken hold in the profession to the extent that we would have it so. But we have two reasons probably why this hasn't:

One is that we are not accredited, and we have persons even in this room who have left our school because we are not accredited. So this is something that we would like to have happen.

We have had people from foreign countries and other states in the United States who have expressed an interest in this program, but who have not come when they learned that our school was not accredited.

However, I think -- I know that this is the only program and the best program, with the best media center for this age level that you will find anywhere in the country. This is the kind of thing that we suffer.

First, we were organized to keep us from going into another institution because of race.

And then we were financially neglected after we were organized.

The second thing that I wanted to speak to was what Mr. Jordan said about the financial difficulties of state institutions. I am not sure that there are legal regulations which say that they cannot participate in this type of center, but there are problems related to making a requisition for materials, committing an institution to materials when they are not actually received.

There is a process in the processing center -- and, incidentally, I participated in the feasibility study and I was on the staff when that center was organized. So what they have to do is say that they will commit eighty per cent of their funds to the purchase of materials through that center.

The materials are bought by the center, kept in the center until they are ready to go to the shelves. This is the kind of financial arrangement that the average state is not willing to let a school commit itself to. So this is, I think, the problem.

Someone else mentioned scholarships. When I was in Washington at the Midwinter conference, I had a telephone conversation with a Washington official, and it was my understanding that most of these funds that he referred to are available to black undergraduate institutions, but I was told that none of that is available to the professional school.

THE CHAIRMAN: I see. Does anuone know whether that is -- well, are there any questions that we want to put to Miss Phinazee?

Chuck.

MR. STEVENS: Annette, I wonder if you could tell me with regard to your testimony about African American materials, about where we are now in terms of having the totality of those materials collected and organized in a sufficient number of places to be an adequate resource?

Are we twenty-five per cent of the way, or is there -- could we put some other figure on where we stand with regard to that kind of scholarship, as to the collecting of materials?

DR. PHINAZEE: Incidentally, there is one thing I hope you will remind me to say about that topic after I answer your question.

MR. STEVENS: Do you want to say it first?

DR. PHINAZEE: Well, O. K., since I sent my testimony, we have learned, of course, of the unavailability of funds.

However, our group did meet. The six librarians did meet, just prior to the definite news that funds would not be available, and we have tried to develop a plan that we would put into effect if no funds are available in the future. This means that we will try to continue within the six states, but, of course, it will take much longer to do it.

Now back to your point about the extent to which we have national coverage -- I think that is what you mean. I think that the generally accepted statement is that there are five nationally recognized collections:

The Shomberg in New York City.

The Atlanta University collection.

The collection at Howard University.

The collection at Fiske University.

And there is one more.

MR. LORENZ: The Library of Congress?

DR. PHINAZEE: No.

(Laughter.)

I was thinking of black institutions. Let's see, where am I? I have forgotten one, but there are five. As you can see --

MISS SCOTT: Tuskegee.

DR. PHINAZEE: Tuskegee, right. They are all in the South.

And within the South itself there are states that are not represented. For instance, I did not mention Florida or South Carolina.

And Hampton is another one that has a very good collection, but it is not counted in the five.

So that there are then within the South states that are not covered -- and Florida, incidentally, is not in our regional group. We deliberately left it out because we knew of no recognized black separate collection, and we felt that it would be so difficult to capture this material.

So then, when you consider the fact that not even all of the states in the South are covered, and we deliberately did not include very large collections like the Library of Congress, Duke University, the University of North Carolina. Harvard University probably has more materials about blacks than any of the large black collections, but we don't count these. L. C. may be accepted because there has been some attempt to make known what they have. But so many of these have deliberately not singled out their holdings in this area. Some -- like even the State Archives here in Georgia -- have preferred to ignore what they have. In some cases it might have been politic not to divulge what they had in certain periods of their development.

So that much of the rich material, even in the South and in Florida, for instance, they have tremendous Latin American collections which include black writers who have never even been recognized as black writers. So that in the South you see the black man has not been recognized as a person, much less a scholar and a writer. for so many years.

So it is a tremendous challenge.

And as far as our own project is concerned, we have not yet captured what we know is in the separate black collections. We sent a report to A. R. L. -- and I assume you know what A. R. L. is -- just recently we were asked what could they do to work with us, and we reported to them that these huge libraries have said, "Well, we have so much, we don't have time to tell you what we have", so that we have not even begun to capture the rich materials that are in the six states included in our project, so that the six states out of fifty states, with probably fifty per cent of what we have in these six states, is a rough guess of how much we could capture.

THE CHAIRMAN: Would your term "African American" field, that would even embrace collections like the African studies collections that universities have?

DR. PHINAZEE: Yes.

THE CHAIRMAN: Yes.

DR. PHINAZEE: Except that we say "African American" and we mean Americans of African descent.

THE CHAIRMAN: Yes.

DR. PHINAZEE: And we have made no great attempt to capture purely African material, but we think we would do well if we could capture what is American.

DEAN DUNLAP: What do you mean by "capture"? Are you going to publish a catalog?

DR. PHINAZEE: Know what exists. We don't necessarily need a catalog, if we have a catalog of catalogs.

DEAN DUNLAP: Well, if the Shomberg --

DR. PHINAZEE: If we know that somebody else has a catalog -- we will not make an entry for every entry in the Shomberg catalog.

DEAN DUNLAP: It has been published.

DR. PHINAZEE: We will make an entry for the Shomberg catalog.

We do have a catalog of locally produced and unpublished bibliographies, which would take care of that, except that anything that is published, like the Shomberg, the Hampton, the Howard, we assume people know. You know, we are addressing ourselves to the things that people do not now know about African American materials.

THE CHAIRMAN: Your consortium is basically a bibliographic control?

DR. PHINAZEE: Yes.

THE CHAIRMAN: A cooperative enterprise?

DR. PHINAZEE: Yes.

MR. STEVENS: Annette, I would like, if I might, to just read a sentence from your testimony, and then ask you if you would explain how we might implement it. The last sentence says:

> "If the Commission is seriously interested in the 'adequacies and deficiencies of current library and information services', a project such as AAMP and expanded nationwide for African-American and other minority materials would be a 'must' if this goal is to be realistically attained."

I wonder if you could explain that statement a little bit more fully and say what you think the Commission ought to be doing in your view with regard to the deficiency, as I understand you regard it?

DR. PHINAZEE: Well, if the Commission is supposed to be advisory, if the Commission is supposed to be bringing national attention to problems, I think it could do this. I think it could advise whoever is in a position to do something about this that this is something that needs to have something done about it.

If it is in a position to publicize needs, this is certainly a need that needs to be brought to people's attention.

I will never forget a meeting that I attended in Washington where outstanding librarians from all over the nation were present and when, and when they discounted practically a plea for something like this for African American materials, and then later expressed concern because the Korean collection in a particular university library was having the funds cut.

To live in these United States in these days and to be more concerned about Korean materials than African American materials is something that the Commission certainly should address its attention to.

MR. STEVENS: Thank you.

MR. LORENZ: And where did you get your recent turn-down for funds?

DR. PHINAZEE: We haven't gotten a turn-down. We have just been informed, while we were in Washington, that the library project, the scheduled project, had been cut out of President Nixon's budget.

We have submitted a proposal of the same amount that we submitted last year -- which is not adequate, but since we were told that we were wasting our time to submit the proposal in the first place, we saw no point in making a bigger budget.

But this is -- none of the six librarians who are participating in this project are receiving any funds, and I am supposedly the director, and I am receiving no funds, and this has nothing to do with anything I am doing as dean of the library school, but I am doing it because I think it is something that needs to be done.

I think we gave each state about $6,400 for personnel, and that barely -- well, nobody has a full-time person working on this project, and to cover a whole state with nobody doing it full time is ridiculous. But we have done a lot, and we are accustomed to doing a lot. But we aren't going to continue to let people think that we think we can do a lot for nothing and be happy about it.

THE CHAIRMAN: Kitty.

MISS SCOTT: How accessible are some of these collections? You speak to the problem of the dissemination of information. I am concerned about interlibrary loan.

DR. PHINAZEE: I would say --

MISS SCOTT: I am thinking about Howard University at the moment, which has a rather closed collection.

DR. PHINAZEE: Compared to Yale, it is very open. At Yale you can copy material and you have to return the Xerox copy, unfortunately; at Atlanta University and at Howard University a whole lot of people have access to things that they would never even get to take out of the room at Yale -- so, in comparison to other great universities in the United States in this area.

MISS SCOTT: Well, I beg to differ because as a federal librarian I have attempted to borrow from Howard University, and there are some special collections up there that are not allowed to circulate at all.

DR. PHINAZEE: But did you have to return the Xerox copy when you copied the material?

MISS SCOTT: No, this was book material.

DR. PHINAZEE: Because I am referring to the fact that if you went to Howard and you copied it, I think you might be able to carry the copy out.

And I happen to know that --

MISS SCOTT: Yes, but not entire books; that is sort of against the law!

(Laughter.)

DR. PHINAZEE: Well, entire books, no. Well, I think few librarians would let you take an entire book out, if it is a rare book.

MISS SCOTT: Yes, but interlibrary loan cooperation.

DR. PHINAZEE: And we have a particular problem -- even with interlibrary loan, you are rarely allowed to take a rare item in books out of the library.

But I happen to know that at Yale you can't even keep the Xerox copy.

MISS SCOTT: Oh?

THE CHAIRMAN: Any other questions? Well, thank you, Miss Phinazee.

Now we come to Mr. Hsiu-Yun Keng, Librarian at Whitten Village, Clinton, South Carolina. And also Mr. Vinton Smith is with you. Good.

Whereupon

HSIU-YUN KENG

and

VINTON SMITH

were called as witnesses, and were examined and testified as follows:

THE CHAIRMAN: Mr. Keng, is there anything you want to add to the material you sent us about the service to the mentally retarded?

MR. SMITH: We basically addressed ourselves to the point of users in our original testimony.

THE CHAIRMAN: Yes.

MR. SMITH: However, we are also both producers of materials and services and in the same category as many other people who have testified regarding financial needs and problems of priorities, so we are prepared to address ourselves to these matters also.

THE CHAIRMAN: All right. Would you like us to start asking questions then?

MR. SMITH: Surely.

THE CHAIRMAN: All right, now -- yes, Lou.

MR. LERNER: What type of a budget are you working with today for the acquisition of materials? And could you describe to us the materials that you are using, not only print but non-print and other materials that you are using?

MR. SMITH: Surely. Our present budget, which has a great deal of federal support, is approximately $41,000. We are able to utilize the L. S. C. A. funds, Title II, 89-10 funds, Title I, 89-313 funds -- and we have the availability of a research information unit as a pilot project in three states, and it has been a fantastically successful program -- as well as state funds. The bulk of our support has been through Title I, 89-313 funds, for personnel.

In our specific library, in our specific facility, our paper addressed itself to a larger problem than simply the institutional program that we are involved with. In terms of users, there are some six million mentally retarded individuals in the country -- and that is a low estimate. Of these, at least, eighty-five per cent, or well over five million of them, are potential library users.

We have seen as one tremendous problem the lack of understanding on the part of library oriented people in general as to how a mentally retarded person could utilize the services of a library.

Regarding your questions about materials, that has been one of the problems. The library in general has been thought of as a book depository in the past. The library program involving the mentally retarded would surely be an action oriented library where there would be V. T. R. tape programs, and eight-millimeter loop programs, and the video playback units, and the full range of pictures and posters and photographs and magazines and high interest, low vocabulary types of brochure materials and informational materials other than books, pamphlet type things that were oriented to the special needs of the mentally retarded in general.

We serve educable, trainable, severely and profoundly retarded residents in our library, and it is the only one in the country -- I am sure there are others, but it is the only one that we are aware of that does have a program which does bring to a library facility trainable, severely and profoundly retarded children and adults.

Since it was felt that if you can't read, you can't use the library, there was no reason to bring a mentally retarded individual to a library, but with the expanded concept of library services, and the action already taken in the present-day library -- as an active and enjoyable leisure-time place, as well as a place for the storage and retrieval of information, it has been our experience that it is a very positive possibility, and with the emphasis now on returning institutionalized individuals to the community, certainly the public library is an on-going source and resource for activity for the mentally retarded individual, if the services are available, and if the staff is available, and has the knowledge to serve appropriately this group of individuals.

MR. STEVENS: In your testimony you used the words about persons who are mentally retarded being "intensively programmed", and I am not sure that I understood the use of that phrase. How are they intensively programmed for the use of library materials, or what do you mean by that phrase?

MR. SMITH: You mean in our facility? We have endeavored to make the library an integral part of the total program of the retarded child, so that every resident in the school programs, as well as the adult population of the institution, is not only allowed access but actually programmed through the library with structured story hours and other activities centered around the availability of materials, and the emphasis is on the library as being a positive place. Books are not -- and needn't be -- the enemy of the retarded child, but for the five million educable mentally retarded individuals who are, for the most part, in communities, books and education are thwarting and frustrating experiences.

We have endeavored, I believe, in a positive way, to show the retarded individual that it need not be that way, and that, in fact, it is a fun place, and a place that they should learn to use because of the massive amount of information and leisure time pleasure that can be gained from a library experience.

MRS. MOORE: Are there other questions?

What kind of -- I would like to ask you about the support of your own institution on libraries.

MR. SMITH: Yes.

MRS. MOORE: Could you describe the kind of library that you have in your institution, because evidently you have built it to meet the requirements, both mental and physical, that you refer to.

MR. SMITH: Yes, ma'am.

The present facility that we are in is just one year old. It has been developed as an exemplary library for mentally retarded individuals, serving both physically handicapped and non-physically handicapped mentally retarded individuals. That was one consideration -- that the doors and the chairs and the tables and the aisles and the stacks be such that they would serve the physically handicapped as well as the non-physically handicapped.

The library itself is divided so that there is an area for non-readers, an area for those individuals who read at a readiness of third grade level, and an area for those residents who can read at a free reading level of fourth grade through approximately seventh grade.

There is also a professional area in the library, and there is a special area that is designed for the multi-media approach to library services, where we have a color TV and filmstrip projector and movie projector and a puppet stage. and all of the other available multi-sensory audio-visual materials that make the library live in other than a print oriented way.

That is basically the physical facility.

And then we have a staff , which is more important than the physical facility itself, which includes Mr. Keng, a certified librarian from Florida State, who has brought library technology into the situation, as well as two certified special ed. teachers, who function in the library as his assistants and do the child oriented activities, as well as clerks that handle the routine library services.

I have heard other statistics bounced around and been very impressed today. We have some more to add to your collection, if you would like.

THE CHAIRMAN: Sure.

MR. SMITH: In a survey of 132 state supported institutions for the mentally retarded throughout the country, there are only 139 library personnel, of which only twenty are professional librarians. So there is a .13 professional librarians per thousand residents in state supported institutions.

This doesn't paint an especially positive picture!

In addition, there are several statistics cited in our original testimony. But in these same 132 state supported facilities, there was approximately 1.1 books per resident, and the average acceptable standard for elementary schools is ten books per student.

So, once again, you see an abyssmal lack of professional interest somewhere along the line, in terms of library services. Now especially when you consider that most of the mentally retarded are potential library users, I am afraid that some six million individuals have been totally left out of not only the mainstream but an occasional bath, in terms of library utilization -- and this is pretty frustrating.

Regarding some needs in terms of our situation, we also see a need for scholarship money to be available. However, we see it more in the area of special librarians and special library training. There is no place in the country that I am aware of that has programs available to prepare librarians to deal with the mentally retarded.

If there are one or two courses possibly in some of the accredited schools, then that is about all they are serving -- and there are very few institutions that are accredited that have programs that deal with special libraries even, to a large extent. So narrowing it down in one respect, or being more specific in one respect, the mentally retarded population is at least a sizable minority group in the country and deserves some attention.

In addition, we see a tremendous need for funds to be available for special library materials such as those that you asked me about before, other than printed materials. Again a library -- because it was thought of as a depository for books -- when federal moneys were available, they were specifically developed for the acquisition of books, and for the mentally retarded books are not the only materials that need to be purchased. So that has been a limitation.

However, we certainly have been grateful at Whitten Village for the services of the State Library there, and for the availability -- up until this point -- of Library and Construction Act funds. However, ours have been cut off, also now.

There seems to be a lack of knowledge on the part of state -- no, no, no -- officials throughout the country regarding library services in institutions, and especially any federal support.

We have received a small amount in terms of total programming -- five thousand dollars in the last two years from this area, but it has meant a great deal to us. And the elimination of these funds has really hurt the potential growth of our library programs.

THE CHAIRMAN: Any questions?

MRS. MOORE: Mr. Smith, I am so impressed with your grasp of the total educational program that I would like to inquire into your background.

You are not a librarian?

MR. SMITH: No, ma'am.

MRS. MOORE: Well, you have a great appreciation and understanding of the total educational program, which is rare indeed. Would that there were many more people who administer these programs who have the sort of vision that you have!

MR. SMITH: Well, thank you very much.

I am a member of the State Library Board Advisory Committee in the State of South Carolina and have been able to learn through that resource.

Mr. Keng has been a vital resource to me as I function as a superintendent of schools of five schools in an institution. I don't know of another institution in the country that has five schools in it, so it is rather unique in that respect.

But we believe in library services. We believe in the availability of library and information retrieval systems for the mentally retarded, and the people who deal with the mentally retarded, since we feel as though this is such an ever changing field that until and unless we are able to stay abreast of it, we are going to have tremendous problems in developing innovative programs -- so it is quite a challenge, but it is an exciting one.

THE CHAIRMAN: Les, did you have one?

DEAN DUNLAP: You mentioned that at Whitten Village you have three collections?

MR. SMITH: Yes.

DEAN DUNLAP: Books for those who can't read, those whose reading level is first to, say, third grade, and those whose reading level is fourth to seventh grade?

MR. SMITH: Plus professional material --

DEAN DUNLAP: Yes.

MR. SMITH: On top of that.

DEAN DUNLAP: Of the six million mentally retarded, could you categorize them into reading levels?

MR. SMITH: Yes, I would say that approximately eighty-five per cent of these six million -- and those were the only ones that we spoke about in terms of potential users; we see every mentally retarded individual as being a potential library user. But because of the lack of understanding on the part of the majority of the population, we use the conservative figure of eighty-five per cent.

Since approximately eighty-five per cent of the mentally retarded are educable -- therefore, able to read -- I would say that they fall in two categories, basically, the educable:

The reading level rating as to third grade, and fourth grade to seventh grade.

But I would say that the large majority of the individuals in that category fall into a reading level of somewhere between second grade and fourth grade.

DEAN DUNLAP: Thank you.

MR. SMITH: Surely. We also --

THE CHAIRMAN: Yes, go ahead.

MR. SMITH: There are some challenges that we see in terms of user benefits, as well as producer of services benefits, and these are some of the challenges that we have been involved with. That is to say, bringing the community to the institution, so that it functions as a truly regional center, therefore, helping to have the public become more aware of how library services can serve the mentally retarded, bringing children in from the community for story hours, bringing volunteers in to work with retarded children in a library setting, encouraging adult retardates to use our library as a facility where they can feel welcome, and where they can receive the assistance that they need.

They can benefit from the services of the library only in as far as the people in the library are assisted to them. So this is one thing that has been a challenge to us and we have tried to pursue.

Regarding our function as producers of services, there are so many skills that we can't belabor a long list this afternoon, but if we could encourage the Commission to encourage those institutions of higher learning that have accredited library programs to build more program development in the area of special libraries, it would certainly be a boon to the librarianship program in general.

One frustration is that a highly qualified librarian comes out of a master's program, but has relatively no awareness of special library programs and procedures and functions -- and this is the frustration.

THE CHAIRMAN: Right.

MR. SMITH: So that is high on our list, as well as to exert any pressure that you might have -- and I feel confident that if any august body has "clout", as it was called before, you are certainly the group -- to entreat President Nixon and the Congress to reconsider the Library Construction Act withdrawal of funds, as well as to possibly, in line with his program to facilitate programs for the underprivileged, to include in that library services for the disadvantaged and underprivileged.

We have heard some interesting testimony today along that line, and if we could amplify it by simply saying that not only do we agree, but we will be very glad and anxious to participate in any kind of further exploration of this, if possible.

THE CHAIRMAN: Yes, thank you very much, Mr. Smith and Mr. Keng.

MR. SMITH: You are surely welcome, thank you.

MR. KENG: Thank you.

MR. SMITH: We also invite you to come to Whitten Village and to join us in our library program, if you can.

THE CHAIRMAN: We will try to do that.

MR. KENG: Thank you.

THE CHAIRMAN: We now call on Mr. Ogilvie, Mr. Philip S. Ogilvie.

Whereupon

PHILIP S. OGILVIE

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Ogilvie, you are in the Office of the State Library in Raleigh?

MR. OGILVIE: Yes.

THE CHAIRMAN: North Carolina.

MR. OGILVIE: Right.

THE CHAIRMAN: Welcome. We have had your testimony and perhaps you would like to start, if you want to add anything to it or say anything further about it?

MR. OGILVIE: May I make just a few comments beforehand?

THE CHAIRMAN: Yes.

MR. OGILVIE: Mr. Chairman and ladies and gentlemen:

The budget process in North Carolina is a long and complicated one. I am going to say this very rapidly. Last January -- that is, '72 -- we prepared the budget to take us from June, from July 1, 1973 until June 30th, 1975. We had a hearing on it in September. We had the news of the budget cutbacks on L. S. C. A. back earlier this year.

And so let me just comment briefly, since this does relate to what my paper was about:

In talking to the Governor of North Carolina at four o'clock yesterday afternoon -- which is just twenty-four hours ago -- I had to explain to him that what this meant was a cessation or a severe cutback in service to approximately 300,000 disadvantaged North Carolinians, who are being served under special projects.

It also means that about nine hundred -- out of the library service will be cut back. This is about twenty per cent in house and at the risk of double entendre -- since I am here on the rural population problem -- eighty per cent out house!

(Laughter.)

And then, besides that, we have the problem of 250 of those hours being mobile hours -- the use of media mobiles, bookmobiles, trucks as a delivering service, and so forth. Half of the special projects that I am talking about are rural. There are ten -- about $400,000 of the L. S. C. A. Title I funds go into these projects. They will be people who will be directly affected by the kind of thing that my paper addresses itself to.

I wanted to bring these points out in talking just about the impact of the termination of the Library Services and Construction Act funding in North Carolina, on special projects alone.

Fortunately you can talk to legislators -- and we have three times since the first of February -- about such things as services for the blind, and the physically handicapped, and residents of state institutions, and get some sympathetic hearing.

When you talk about special projects that affect this or that particular county, and you have a hundred counties and ten of them are benefitting, it is much more difficult to say, "Let's have the state cough up the money to replace that." We are halfway through three-year programs.

The other point that I would like to make, and it ties in with the reference made a while ago to the O. C. L. C. movement, is on Friday of this week -- and perhaps someone today has mentioned this -- in Columbia, South Carolina, a group of us, including me, will be in the process of organizing an A. S. E. R. L. program, based on O. C. L. C., for the whole Southeast. This will be a computerized network of information so that we can share resources throughout the Southeast.

Having made those comments, I shall now answer questions, if I may.

THE CHAIRMAN: Right.

MR. OGILVIE: I will try to answer them.

THE CHAIRMAN: Mr. Stevens.

MR. STEVENS: Phil, what did the Governor say to you?

MR. OGILVIE: Well, he said that he was intending to fly to Washington and he wanted this information so that it might be useful to him. This was his point in letting me talk to him yesterday, and he wanted to say what the impact will be.

Now I gave you round figures, but as nearly as we can figure, there are this many people -- disadvantaged -- who are actually involved in loss or strict or severe diminution of service because of this cut-out or termination of L. S. C. A. funding.

And you see, it catches us halfway through a plan. We had hoped that these communities at the end of three years could take them on, and they have made strides toward doing so, but we are about halfway through -- or will be by the end of June.

THE CHAIRMAN: Joe.

MR. BECKER: Phil, for some time you had inward watts service. Who pays for it? What influence has the freedom of intrastate communication through watts helped the provision of services within the state?

MR. OGILVIE: It has done a tremendous job, Joe. We have had this since 1968, and each year we have extended it to another group.

We started with connecting the State library only to public libraries with free -- toll free -- in-watt service to the State Library. The next year we added the four-year colleges and universities. The next year we added the special libraries of business and industry -- Liggett and Myers and Chemstrand, and we have tied them in it, because everyone who has a library in North Carolina, according to our philosophy, has a resource that can be shared -- unless it is privileged materials.

Now we understand that in tobacco research materials, there is competition between Liggett and Myers and R. J. Reynolds, and they are not letting their secrets out to each other -- we know that. But otherwise, anything that they have that might be useful -- we have done that.

Then the next year we have added the two-year colleges, the community colleges and technical institutions.

So at this point, we have covered that much of the total. We have not yet opened in-watts to secondary school libraries in the public and private schools of the state. In-watts is inward wide area telephone service.

MR. BECKER: It is paid for by the state.

MR. OGILVIE: Paid for by the state, and we started it with L. S. C. A. funds and persuaded the 1971 legislature to provide us with $173,030. to carry on at state expense.

MR. BECKER: Are you monitoring its use so that you have a feel for its development?

MR. OGILVIE: We are doing so.

MR. BECKER: And the cost, Phil, per year?

MR. OGILVIE: Well, the cost per year, counting everything in the in-watts itself, runs, oh, approximately $529 a month and this kind of thing.

But the staff and the whole works takes up, in addition to our contracts with three universities to give us supporting, it takes about $173,000 for the biennium.

MR. BECKER: Right.

MR. OGILVIE: Right.

MR. LORENZ: Phil, would you say, in federal funds, would you say that it is the suddenness of the impact, as much as any other factor, that may be severely damaging to your program?

MR. OGILVIE: I think so, John. I think that had we realized -- we realized, of course, that there were cutbacks, and we were compensating, the state was compensating, for that.

When you have a budget plan like ours, where you start almost two years before the budget goes into effect, and then it has to carry you two years beyond that, you cannot anticipate these cutbacks.

Some of it we certainly will be able to absorb.

Special projects have an appeal in the local area, and it is hard to persuade a representative group of a hundred counties that these ten counties ought to get some special funding. It is not as easy as saying that all of the blind and physically handicapped of North Carolina and South Carolina, whom we serve, deserve this service. It is not as easy as saying that all people who are in correctional institutions, mental hospitals, and so on, because that -- they can get the state picture. That affects every man's county. It may affect a man in a 300 or a 3,000 population county less than it does the man in 350,000 population Mecklenberg County, but they all feel it.

MR. LORENZ: Yes.

MR. OGILVIE: There is somebody they know who benefits, and it can be demonstrated.

DEAN DUNLAP: You had some T. W. X. and you prefer the watts to the T. W. X.?

MR. OGILVIE: We had T. W. X. -- well, we do have.

DEAN DUNLAP: Yes.

MR. OGILVIE: We still support T. W. X. out of that money that I mentioned in the three universities that give us backup service.

We also give them a monthly statement for on demand service. We don't like to stand in line. We like to tell the businessman who moves into North Carolina, "If you need information that your local public library or community college library does not have, they can call the State Library. If the State Library can't provide it, we will go by T. W. X. to the nearest of these university libraries that would cover your field in the research triangle area." So that we did, we do back it up with T. W. X.

We use T. W. X. less now because we have microfilmed the entire union catalog of over two million titles and have a copy of it at the State Library, so that reduces our T. W. X. cost. That is, the additional cost over the monthly rental, and we are getting at it that way.

But we can -- we claim that we can reach anybody in the world or any information in the world that isn't privileged if they will just give us a little time.

Another reason for not depending on T. W. X. and not scheduling -- I know some states have schedules of this kind of service. We give twenty-four hour service. I don't mean that we keep staff working overnight because we don't. We put it on an answering service, such as a doctor has, when we close, but we will take calls -- and they will be recorded -- all night long.

At any time a college library may decide at ten minutes of midnight that they need to refer to us for some bibliographic information or a question that needs to go from E. C. U. to U. S. C. -- the young lady who spoke here from

E. C. U. pointed out the disparity between the two libraries-- we will accept that, and the first thing our people pick up in the morning is what is on the box.

But we like people to be able to call when they need us, and not for us to call out and say, "At 3:10 tomorrow afternoon, we will be calling the library in London, and at 3:15 we will call the library in some place else." We would like for people who say "We need something", for the librarian to turn to them and say, "We will get it now." And they can watch them do it. And this does a great deal for public relations.

DEAN DUNLAP: Sure.

MR. OGILVIE: And our legislature is there to prove it, because they have been able to say, "Well, I know so and so in my town who needed this information right away, and you had it back to them in an hour."

So the in-watts and out-watts combination does a good job there.

THE CHAIRMAN: Are there any other questions?

MRS. MOORE: I would like to know what happened to your appropriation for your new library building?

MR. OGILVIE: Well, Mrs. Moore, so would I!

(Laughter.)

But, you know, it happens with legislatures that culture gets a whack at the budget every time, but the art museum didn't get their whack last time, and therefore they are still qualified this time, so I am sure that it will be an art museum first, and we will try again next year.

MR. LORENZ: What is your observation on federal revenue sharing for libraries to date?

MR. OGILVIE: Federal revenue sharing has some promise.

I think someone mentioned here earlier -- and we are seeing this in North Carolina -- I know of three counties that have gotten, one has gotten two thousand dollars in federal revenue sharing money, another has gotten eighty thousand dollars, and one, I don't know the sum, but it is a small sum, less than ten thousand dollars -- who have actually benefitted from it.

But as was mentioned, waste disposal systems are basic to health. I mean, so are libraries basic to the general culture and improvement and the type of citizenship that we have in this country, but you have got to keep them alive in order to make them productive citizens, and waste disposal does come first, and so does water supply, and I think, in the realities of the situation, when you look at these priorities, libraries are among them. And in most instances, that is all that we can say, is that the libraries are listed as among them.

That is one reason that I liked the commentary that

Governor Scott sent to Mr. Burkhardt, suggesting that there might be a way of specifying in the subsequent revenue sharing bill a specific amount to go for library services -- not making it a categorical grant, but saying that a certain amount, twelve to fifteen per cent, I believe, are his figures -- would automatically be earmarked for library usage, and then would be divided by thirds to serve the academic, the school, and the public libraries, all of whom are part of the total educational picture, and all of whom have a contribution to make to the total development of the state.

THE CHAIRMAN: Any further questions?

If not, thank you very much, Mr. Ogilvie.

MR. OGILVIE: Thank you, sir. It is a privilege.

THE CHAIRMAN: I will call now on Mr. Edward Sintz.

Whereupon

EDWARD SINTZ

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Sintz, you are the Director of the Miami-Dade Public Library System?

MR. SINTZ: That's right.

THE CHAIRMAN: And you are going to be testifying on the general subject of non-traditional learning --

MR. SINTZ: Yes, sir.

THE CHAIRMAN: Programs.

MR. SINTZ: Mr. Chairman, ladies and gentlemen:

I would like to say that I admire your endurance, particularly the fact that you have been through this so many times across the country, and I do appreciate the opportunity to appear before you.

I will not reread my statement. I submitted this testimony after reading some of the prior testimony you received at other places, and the fact that I did not note any testimony regarding this subject, and I felt that it was one that should be brought out.

I have since learned that you do have a study underway which will address itself to the changes in society in these problems that relate to library services and user needs, and I am sure that this kind of program will be brought out in this study. But I think that there is rapid change presently going on in higher education, away from the traditional concept of learning and higher education, and I think that it relates directly to public libraries and the kind of services that we can provide related to it.

I am not sure that I can answer any specific questions regarding this, but I will be glad to attempt any questions you may have,

MR. LORENZ: To your knowledge, Ed, has there been any evaluation of the Dallas Public Library independent study project yet?

MR. SINTZ: No, there hasn't, John. It is still in its second year now, and I am on the National Entrance Council which is reviewing that, and it is being monitored by personnel from the Southern Methodist University, and I am sure that there will be a report and evaluation of it later, but not until after completion of the two-year program.

MR. LORENZ: Earlier this week I saw an announcement put out by the National Endowment on the Humanities that they are supporting a learning by newspaper project. Have you heard about this, Fred?

THE CHAIRMAN: No.

MR. LORENZ: About 100 newspapers in the country have agreed to put in the newspapers themselves about twenty master lectures, you might say. But that is about all they said about it.

Now they didn't say anything about supplementary reading or testing or credit or what have you, so I am eager to learn more about this. Have you by any chance heard about this?

MR. SINTZ: I have only heard of it. I don't know any more than you do.

But it again is an indication of the kind of change in thinking that is going on.

MR. LORENZ: Yes.

MR. SINTZ: And I think that the public library can become a parallel or can develop a parallel structure to higher education, which would, hopefully, direct people, or help them develop a life style which would draw them back again and again to the cultural institutions of the community, rather than simply educating them over a period of time and letting them go their own way, but more and more recognizing that education is a continual process.

And I think that libraries should be involved because we are an on-going institution, a place that can be the center of this continuing education.

THE CHAIRMAN: Yes, Joe.

MR. BECKER: Ed, there is a great deal of talk in Washington about the open university, adopting that whole idea over here. I think you may have seen it already in the papers but I think that there is a lot of steam behind that idea, behind that notion.

In practical terms, what role does the library -- the public library -- play as a functioning institution in that kind of an atmosphere? Is it the provision of materials that support the curricula of universities in that sense? How do you perceive it?

MR. SINTZ: Well, I think that public libraries traditionally have seen themselves in the role of readers' advisers.

I mean, this is one of what we assume to be our normal functions, and something that I think we have done and can do. So we are related in this respect. We are continually telling people about materials and publications that will help them achieve particular goals.

As I see it thus far -- and we are not into it very far -- but we find people who are, for various and sundry reasons, in dead-end positions. They may have dropped out at seventeen, or they have gotten married and now they are in the bind of supporting a family, and they can't go back to the structure of higher education, because of the restrictions that are there, as far as residency or as far as hours of curriculum, presentation and so forth. And they feel blocked.

A lot of these people who come to us reflect this. It is a sense of frustration and regret really, and they say, "You know, if I had" or "if I had not done this", and I see them as people who need some help in developing techniques themselves for reassessing their own capacities and qualities. They need some guidance really.

And if the public library is going to get into this, if the public library is going to help them, if the librarians are going to help them, I think that they are going to need to have some retraining and some rethinking of their own role in this.

MR. BECKER: Does it imply a major change in the mix of materials that you will acquire?

MR. SINTZ: I don't think that it does. I think that a great deal of what we have already applies. I think that the materials are there.

I think that the bulk of what we need to do is to perhaps change the attitude of some of our own staff as they see their role and to give them better capabilities for helping these kinds of individuals.

MR. BECKER: It seems to me that if an open university program really got going that the public libraries would essentially be, in a sense, large reserve rooms.

MR. SINTZ: Yes.

MR. BECKER: In the academic sense, and that it would necessitate the acquisition of materials to support specific curricula.

MR. SINTZ: I think it would call for enlargement, but even beyond that I see it too as a centering place for the personal relationship that you would normally get in a campus situation.

The individual is fairly isolated out there by himself without any classroom situation. He doesn't have the opportunity for honing his ideas and his thinking, to bounce off his thoughts and ideas with other students. I think that this is a real weakness of this concept, and I think that we should think in terms of the structures of our libraries, and in terms of providing some sort of a meeting room or a centering place where these activities could take place.

THE CHAIRMAN: In your testimony, Mr. Sintz, you use the term "non-traditional learning program", more in the sense of non-traditional techniques and procedures rather than content, I gather?

MR. SINTZ: Yes, that's right.

THE CHAIRMAN: It is new and better and more efficient ways and more imaginative ways of bringing what you might consider a fairly traditional content?

MR. SINTZ: Yes, I believe that is true. It is a way of looking at it or an attempt to provide recognition for knowledge gaining, irregardless of how it came about.

THE CHAIRMAN: All right, any other questions?

Lou.

MR. LERNER: This is on a somewhat different subject, Ed.

How would you like to tell us in twenty-five words or less about your recently successful bond issue?

(Laughter.)

MR. SINTZ: Well, Lou, I am working on that now, and if I can isolate those factors which are different and apply it generally, I intend to package it and I will peddle it to Chicago and other municipalities that require this kind of expertise!

(Laughter.)

I am not sure really what it was.

MR. LERNER: Well, you were very successful. What is it that did it? It is not easy to pass bond issues these days. You must have had something going for you.

MR. SINTZ: Well, I think, more than anything else, it was a reliance on the mass media.

Because of political implications of this, we came down to only a month or six weeks before it was finally settled that we would have the bond issue. So we had only that time span to sell it to the community. So, obviously, we had to use the mass media.

We had what we called a "road show", where we took all of the department heads involved -- and it was a multi-bond issue, and we met in various parts of the county, explaining the program, and what the bond issue would acquire, would accomplish for people. We had many television and radio programs, and it was just a mass effort, but largely relying on the mass media.

THE CHAIRMAN: Wasn't the chairman of one of your committees or your campaign a television executive and a newspaperman?

MR. SINTZ: Yes, that helped a great deal also. He was chairman of the library portion of the bond issue.

THE CHAIRMAN: Yes.

MR. SINTZ: And carried some weight in the community and, I think, had a very significant effect on its passage.

THE CHAIRMAN: Yes, there you are, Lou!

(Laughter.)

DEAN DUNLAP: You don't foresee having public library staff people give instruction in public libraries do you? This is for people reading on their own, or taking community classes, and they use the library as a backup.

MR. SINTZ: I think largely that would be it. In the Dallas project, they are actually providing seminars of a general nature, but they are doing it with staff -- other methods.

DEAN DUNLAP: This is additional staff, not the regular library staff?

MR. SINTZ: That's right.

But for the individual who comes in and says "I want to take the Clapp exam on mathematics; what do you recommend?" I think that my own staff even now are competent to recommend basic materials that would help that individual.

THE CHAIRMAN: John.

MR. LORENZ: Does the Miami Public Library serve formally as a reference and resource center beyond Dade County?

MR. SINTZ: Yes, we are an area resource in the State of Florida, and we have received some funds for this purpose, although they haven't been very large.

MR. LORENZ: And about how many counties does that include?

MR. SINTZ: Well, we are in the process of defining districts, and we haven't narrowed them down yet, but it would be essentially from Palm Beach south really, what is known as the Gold Coast area down from West Palm Beach to Homestead, with a population of three or four million.

THE CHAIRMAN: Right. Well, thank you very much, Mr. Sintz.

MR. SINTZ: Thank you.

THE CHAIRMAN: We are glad to have had your comments.

MR. SINTZ: Thank you.

THE CHAIRMAN: Now Frances Kaiser, I regret to say, who was to testify next, has apparently fallen ill and is in the hospital, and will not be able to be here. So may I ask if Laura Ebaugh is here?

Whereupon

LAURA EBAUGH

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Have I pronounced your name correctly?

MS. EBAUGH: That is correct, thank you.

THE CHAIRMAN: You are from Greenville, South Carolina, is that correct?

MS. EBAUGH: Yes, you notice I have no title. I am a layman, but I have been with the library for ten years, since I retired -- because of my devotion to libraries, for fifty years.

I have prepared an addition to my report, which I will not read, but there are one or two things that I think you might be interested in.

THE CHAIRMAN: Will you leave it behind?

MS. EBAUGH: Yes, I will be glad to.

THE CHAIRMAN: Good.

MS. EBAUGH: I wonder if all of you -- we are industrialized now, we are not an economic problem, number one, and if you realize that libraries are very new in the South. When I was a child, we all had our private libraries, and those terrible books we peddled to our parents, and in Greenville, where I grew up, we hadn't had a library, so we had our library started by a pioneer in '21. We didn't have a State Library Commission until the thirties. And we have done magnificently in that period because now we were fortunately smart enough to get as much of the federal money as we could.

We have a two million and a half dollar brand new library, one of the prettiest in the South. The cities in South Carolina have new libraries. Though we had the first library in Charleston that we had in the United States.

And the money was used, and we have organized a backlog in Greenville of lay people, who I think will help a lot in subsidizing and helping in the loss of the federal money, so I just wanted to say that before you asked questions.

And one more thing. I think I was a little violent because I am so concerned about education, that librarians I think sometimes minimize their influence and do not realize how they influence individuals.

I guess all of you were at the National Library meeting in Chicago when Jesse Jackson spoke. Well, Jesse Jackson is a native of our town. And in that speech, he was glorifying the libraries, and he said that the greatest influence in his life was a little librarian in a segregated library in Greenville, South Carolina, that she helped him -- and, well, of course, for fifteen years our libraries have been integrated, but Janet Smith is still in our library and still influencing young people of both colors.

I think sometimes when we get excited over other things that we forget the tremendous impact of the little individual and the needs that those individuals have. And we don't take, I think, ourselves seriously. And that was the major impact of my desire, to have the librarians talk to nurses because one of my friends was a superintendent at the hospital, and he found that the nurses were rather crude with their patients. So she asked me if I would teach a course in personal relations. This was fifteen odd years or so ago, or longer.

And I tried to tell nurses that people were human beings and not to be treated as Number 1 or Number 10 room, or "the gall bladder case over there", and that they were human when they were sick as well as when they were well. Since then the National Nurses' Association has put in a course in sociology and in public relations and in the family required of every course in the nurse's training.

Now the racial breakdown, the economic breakdown, the whole racial breakdown and all of the categories that we study in the community -- and then you can understand what our problems are, and now Greenville is an entirely different town from the one in which I was reared. We are industrialized. We have over -- in our catalog of foreign born, we have 150 names in, I think, twenty languages, to interpret and translate and help the industrial community with Japan and all of the European countries. And those people not only use that, but we didn't have to employ one interpreter from Washington when our international textile show was there -- they were all local, from the school we have -- and not only that but I have a travelogue that I still value at the library four hours a week and have travelogues given about all parts of the world by these foreign born. They participate. The library is theirs.

And we, by using the community and in using it, I think, they support it. And now we have a pretty good library, I think.

THE CHAIRMAN: As a sociologist, how would you compare the kind of motivation that causes people to become librarians with the motivations of people going into other social services like nursing?

MS. EBAUGH: I think that most of them, and entirely from the ones I know, and as I said, my experience is quite limited, but I was chairman once of Library week, and I had a chairman and I had a group in every one of the forty-six counties, but I think most young people think they are going to deal with books and they feel that they are going to handle books, and libraries are just like a ten cent store, handing over the counter, you see, this sort of thing, and the young people who are interested in reading, they think that is a heavenly place -- it is a place where they can read and handle books, which they love, and I don't think that many of them are extroverts, and that is one of the problems. We have to make it romantic, and if we can get some attractive, romantic, relaxed librarians that people won't be afraid of, and now that is my feeling -- I try to be dignified and proper and this was in the high school many years ago.

MRS. MOORE: It was hard, wasn't it?

MS. EBAUGH: And one of my friends said -- it was very hard -- that some boy said, "Miss Ebaugh isn't half as bad as she looks!"

(Laughter.)

So I tried to relax and I feel that in the report I was too relaxed! But I was so earnest and so eager, and we have so much fun developing the program in Greenville, and I learned at a workshop in Columbia, and I went back and we joined the Chamber of Commerce, and our marvelous State Director, she said, "Now Greenville's library isn't on the Chamber of Commerce map" -- and, well, you can imagine what I did about it. I marched down there and told them that we had to be on the map.

Now they are our major supporter. They have subsidized things for us, and the bank subsidized my folders that are out and, of course, I am not talking about book folders, I am talking about people needing some help to use what they learned over at Atlanta. For all of the underprivileged I have a list of all ages just categorized -- and popularize the language for the underprivileged.

And we have a tour map, all kinds of things of that sort, which the Chamber of Commerce delightfully distributes and, of course, popularizes with the industry, and now they are all subsidized, and that makes me feel proud in that it is more than just books to read.

THE CHAIRMAN: Do you have a question?

MR. LORENZ: Have you tried to convey your perceptions and your enthusiasm about libraries to legislators?

MS. EBAUGH: Yes, they are our best friends, because I think we had a two and a half million dollar building and they gave us money, and they raised our -- when we started, I mean, I came home, I retired ten years ago, and I am not ashamed of my age, and we had a capital income that was something about three mills; they have raised it now to, I think, almost seventeen.

We go before them, but we don't do it -- I mean, we have a board of very intelligent people. We hope we understand, and we have gotten money, of course, from federal funds, and then we had a subsidy, a gift of a hundred thousand for the land, and people of wealth recognizing our value, and then the Chamber of Commerce has recognized it, because with the new industries coming in particularly from the North, they always think in terms of their children, and our library was in a dillapidated, condemned school building -- it was a sight! And I went to school there, so you know its age! And they said, well, nobody is coming to Greenville with a library that looks like that, you see, so they realized that the library was a public center that people need, and we have now an art museum and next to that a brand new little theater. So we have become "culturized", you know! It is not just a small group. It is a mass thing, you know.

And people from all over -- my, I am amazed, I have never been pushed to get attendance at my lectures; it is called "Stay at Home Travelogue", and people come, some of them from as far away as ten or fifteen miles, because they are interested in travel. And I had one on Puerto Rico and about fifteen or twenty Puerto Ricans appeared. And I had one on Chinese schools and I had a Chinese restaurant man give that. We have about ten to fifteen Chinese, and now they had never been to the library before, but they have come because of the programs which we give, and then they return because it is their library.

But the desk people -- and that is another thing; I think that the best person in the library should be at the desk, and a noted librarian in Atlanta, Miss Charlotte Templeton, who set up the Atlanta University library, she was our librarian for a short time, and we profited from her tremendously. She had invoked our library to bookmobiles, our rural bookmobiles -- we were the first bookmobiles in the South. You know, Maryland had the first, I think, but ours reached the country people, and the people sometimes had to walk to get the books, and Miss Templeton believed in all of the staff knowing what the problems at the desk were, and she made them rotate.

Well, I heard one woman, a poor woman, a disadvantaged person, that heard about a book and wanted it, and the woman said, "Get it in the card index and get it out of the stacks." Well, the poor woman never heard of a card index, and certainly not stacks, so she departed. And some of them were even afraid to come in -- our library was very handsome, too handsome, and had a flower garden which the Garden Clubs take care of at a hundred dollars a month, which they say it costs -- and the people don't come back!

And if the big people, who understand these things, as we have heard today, would be there, I think that the rest of the staff, the less trained staff, would be a little bit more courteous to the poor people who don't know what the library is, and that is what I mean by personal relations, and the desk is a very important spot in the library.

MR. LERNER: Have you had to give your course you gave the nurses to the librarians?

MS. EBAUGH: I haven't been asked!

(Laughter.)

But I gave it to teachers. I had the teachers. The Superintendent said it was the best course in South Carolina because those teachers -- everybody in Greenville taught it, all the social workers, and then I taught community organization case work. But I went to Chicago first and learned a little bit and carried on, and now my students are head of the State Department of Public Welfare, the head of the penitentiary system, and I could go on and on and on because they did get a social vision and I think that if libraries are going to be supported, all of the things that you said about books and all that, I know it is true, but I do know about people, and I know that in Greenville in ten years we changed from a pitiful library into one of the best, from the standpoint of buildings and money, that you could find in South Carolina, and the voters, you see they have to vote for this tax.

THE CHAIRMAN: Well, thank you very much.

MS. EBAUGH: Thank you.

THE CHAIRMAN: Now next we will hear from Elizabeth Beamguard.

Whereupon

ELIZABETH BEAMGUARD

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Welcome, Ms. Beamguard. You are Director of the Alabama Public Library Service in Montgomery, Alabama?

MS. BEAMGUARD: Yes, Dr. Burkhardt.

I think that I want to tell you first that it is very comforting that you to tell our aches and pains and dreams and ambitions. The things that you have done, the several times that you have, makes me believe that somewhere people with the prestige that you carry, we will have master plans, and that is a master plan, of all the work that you are doing.

Today we heard a range from the most sophisticated to the most rural, and in the state that I come from we have that range, all the way through the N. A. S. A. information center to the most rural in one of the counties. And while, naturally, I speak from Alabama, my concern ranges all the way from the smallest libraries to the most sophisticated.

I say to you people that not only in Alabama but in the Southeast we don't really have adequate manpower. I don't really know that I have much to add to what I gave to you earlier, except that I would like to say that there are needs that I believe can be answered through a joining of all kinds of libraries in planning their training centers. Maybe we have not had our own imagination -- innovative approaches. There is not quite enough, in my opinion, of training, in-service training and retraining, whether we use television, cable television, V. T. V., wd know that there must be some changes in attitudes, there must be some changes in approaches.

I was interested in reading some of the reports that came out in the professional journals. Joe Lawrence said he remembered that the public library, of libraries, was the least understood and the least utilized agency that the government had. I was interested in that and impressed with that because I think that it is a sad indictment, and it indicates that somewhere some of us have not done those things that we should. There you can give us guidance.

And at the same time I must remind all of us what Paul Wasserman said in his new book on the new librarianship, that there is a need for a new breed of librarians who are people oriented.

In Alabama we are people oriented or we would never have survived. We have not had the resources. Alabama, you might say, is a late bloomer. Our agency came new to the field; it has only just begun to grow.

Sometimes we say to ourselves -- and, I hope, correctly -- we do little in sophisticated print, but within our state is where the action is. We have a great and desperate need for more adequate manpower, whether it is the trained librarian with the fifth year or simply a broad education trained in another discipline. And as I listened to the people from South Carolina and Whitten Village, I was so aware of the lack not only of what we have in our state, but where do we turn for someone who is like the young man who sat here?

Do we need to go beyond the library field and coordinate, relate other disciplines? Do we send them to library school and then send them over to take social sciences? Psychology? Do we give in-service training, on-the-job training, work problems, to go and work in Whitten Villages?

If we had the money, the resources, there are certain things that we know to do. I say this and then you can ask me questions if you wish:

We had a thing going that was now in its second year where we were sure that our trained librarians were going to be trained and retrained, as an industry, to go out of the state and see other programs. You know, anybody can stay on the job and too often you get your degree and you are educated, you know. This is too true an enticement. If you were in industry, and a new gadget came out, whether you worked with I. B. M., 3-M, International Harvester, John Deere, you would be called back or you would go and learn how this new project worked.

Do we do this in librarianship?

If we could send our people for retraining, if we could take the people who are people oriented, and through television carry out new attitudes -- I mean give them new attitudes and share with them what is going on in librarianship, in management, in techniques, I think we would be able to make the library more visible, and I said to you, in my written statement, we do not compete in the marketplace, and the question is, why?

THE CHAIRMAN: Do you have any questions?

Chuck.

MR. STEVENS: Not akin at all to anything that you have said to us in the last few minutes, but I have heard something about some measurements being developed in Alabama for determining the allocation of state aid, and the idea that there is a mathematical approach to the determination of state aid, of state funds for county and other libraries, is an exciting idea. And I wondered if you would care to say anything about what is happening, or is it premature to say anything about something that is under development?

MS. BEAMGUARD: Not really. I told you we were a place where the action is. We have got our standards and we are trying very hard to measure them and, of course, as anyone knows, Alabama has been on the bottom of the heap in the Southeastern states when it comes to state support. And if librarians in the aggregate -- and this means all types of librarians -- joined together in a concentrated effort to explain this to legislatures, here is the crying need of the states -- and the study that we had planned some seven years ago is being completed this spring; it is done -- we have merely interrupted it because we wanted the formula before anything went any further in the legislature. It is a formula proposed and my executive board has accepted it, and it is based upon the ability to pay, an effort index.

There is in the state a formula for state aid to schools. It is complicated and it is not applicable to libraries. There isn't a formula in Alabama based upon ability --

it did not apply, and several others, and this is our problem.

So we turned to the consultant who is doing the study and said we must have a formula. It is in our hands. It has not been tested, but the many ad hoc committees involved in this plan, to proceed -- and if you would like it briefly, I will step aside and ask the person who has worked on this, who is in the room, to tell us the components of the formula, if you so wish.

MR. STEVENS: If we may have it, I think it would be valuable.

MS. BEAMGUARD: Well, then I will ask to come to the chair Beverly Rawles who is --

MR. STEVENS: Maybe she could join you so that others could ask you questions about some other things.

MS. BEAMGUARD: Yes.

THE CHAIRMAN: Ms. Rawles?

MS. RAWLES: Yes, sir.

THE CHAIRMAN: Good.

Whereupon

BEVERLY RAWLES

was called as a witness, and was examined and testified as follows:

MS. RAWLES: When we approached the problem of designing a formula, I sat down and I said to myself, "What must we look at?"

And now, having studied Alabama for a year, it seems to me that there are certain ingredients that we couldn't overlook. Now this isn't to say that we are certain that we included all of the things that we should have; we aren't certain that we have included all of the ingredients that we should have, but when we looked at a rural state with a great deal of poverty, we decided that these people had to be well represented. Now they didn't necessarily -- the need of the people for library service, it is a need for any kind of service. We wanted to isolate that which we call a need.

Secondly -- this is in terms of local support -- we looked, town by town, to see what each town was doing for itself.

Next we looked to see what kind of library resources they had in these towns. The big collections, of course, were in the cities, and then the small collections -- we developed what we called a book policy index, based upon per capita number of the books, and we could have done the same thing, of course, for other media, but mainly books seemed to be a nice handle to grasp onto.

Then we said, "How are we going to weigh these various factors?" Because it might be equitable if we looked at the population of each town, and we would say, well, you know, we could do it on the basis of population alone, but this would not be sufficient because you are going to be giving most of your money to the towns with the greatest population and in rural Alabama there are many, many towns with a population of ten thousand or fifteen thousand, but at the same time they may be doing more for themselves in terms of library service and provision of funds than some of the bigger ones. So we have tried to find a way to balance these things.

And in designing the formula we tried various approaches:

First, we gave weight to the population, and we ran all of these figures through the computer.

Secondly, we decided to look at the need, and in weighing need, poverty, book poverty, and so forth, we came up with a set of figures. And if you can't give unequal weight, you can't give equal weight, how are you going to do it?

So we designed a formula based upon a point system, depending upon the census data, with the census of individuals in each county below the effective poverty level, we assigned points.

For example, Madison County, which is the best off, has a poverty level of something like twelve per cent. So their number of points we gave as one.

Now Green, with a poverty level of fifty per cent, that is five points.

So that, knowing that Madison County is well off, they are also going to be able to provide more money supposedly for library services. They are better able to pay. And this indeed was true.

So we wanted to give points across the board to everybody based upon poverty. We wanted to give points across the board to everybody who is doing something for themselves -- it mattered not whether it was a great deal or very little, at least, to get something for that.

Then we looked at their willingness to tax themselves, and the tax rates in Alabama vary from twenty-one mills to thirty-two -- thirty-four and a half. We looked to see how many counties fell within certain ranges, and decided that a minimum rate of taxation would be twenty-one or twenty-four mills and a maximum amount of 34.5 would be something that deserved recognition so then we again assigned points.

In order to get the county index, we added the points together. And if you add all of the points assigned for each county, you get 540 points. And with this number then we were able to decide what part of any total amount of revenue available could be distributed county by county equitably and come out with zero funds left, but yet everyone getting his full share, and those persons, or those counties, who were willing to join regions, for example, we felt that that was important, that they would be rewarded.

And in combining all of these aspects of it, we ran the data through the computer three different times, and three different weights, and then we stood back as true researchers and said, "Which one feels best?"

(Laughter.)

And we took this to Alabama, and Ms. Beamguard and her Committee looked, and we thought that they were the best judges of what feels best. You have to know the state, you know. You can't just sit down and say this is an academic thing -- and we would like to, you know, say "This is what you should do", but it isn't easy that way. You have to test it, and you have got to ask the people, and say to people, "Do you really think that need was well represented in the point system? Do you really think we gave enough weight to joining systems, because that is critical today?"

And this kind of feedback is what we are getting now, and we asked the regional librarians, and some of the trustees and the committees of the Alabama Library Association to weigh our work and to give us the feedback that we need.

So that it is in the experimental stage. It has not been tested. But it was fun doing it!

THE CHAIRMAN: Are there any questions of Ms. Beamguard?

Lou.

MR. LERNER: I wanted to ask, how much different would the percentage of money be, given to the different counties, than what you are doing already?

MS. BEAMGUARD: Ask your question again, please.

MR. LERNER: Well, how much different is the weight that goes and the money that goes to each county, based on the new point system, than what you were doing before?

MS. BEAMGUARD: But I have to make a background statement there:

Our state aid at the present time is almost nil. We had a grant-in-aid program. I told you we were at the bottom of the heap and anything that comes up in funds is very significant.

We think education is going to walk with us this year, and one of the big things in our political structure, they have been extremely interested -- the political leaders -- in how we are going to distribute this, and this first year everybody is going to have a piece of the pie -- that is understood -- all sixty-seven counties. And the state aid this year will be a sort of demonstration.

In the meantime we will come to grips with this formula, and our state board, and the various ad hoc committees, our L. S. C. A. Advisory Council, will get with it, and give the legislators -- this is the way it will be, so we are just starting.

MR. VELDE: It will be interesting next year.

MS. BEAMGUARD: We will report next year!

THE CHAIRMAN: Any other questions? If not, thank you very much indeed.

MS. BEAMGUARD: We thank you for coming.

THE CHAIRMAN: And our final witness is Mildred Mason. Is Ms. Mason here?

Whereupon

MILDRED MASON

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Ms. Mason, you are with the Reynolds Metal Company in Richmond, Virginia, is that correct?

MS. MASON: Yes.

THE CHAIRMAN: And you are the librarian for the company, is that correct?

MS. MASON: Yes.

THE CHAIRMAN: Special librarian?

MS. MASON: Yes, and as a corporate librarian in a very small library for a very large business, it has been quite interesting to sit through the hearings today and get the perspective of other librarians in different areas of activity.

I would like to make a few brief comments on the testimony of some of my predecessors:

I was very pleased to hear someone endorse the idea of more specialized training and library schools for special libraries. I think that the legal profession and the medical profession have both shown the merit in training librarians to work in their particular kinds of libraries. I think other special libraries could do the same to the improvement of industry.

I was also very glad to hear Ms. Ebaugh and Ms. Beamguard discuss the personal characteristics of librarians, which I feel are terribly important to the successful librarian, because I think that the first quality of success is to be a successful administrator. Without this, the many other skills that librarians have are frequently lost, because they never established the rapport with their patrons, to begin with.

But I was particularly interested in hearing Mr. Wellslager from Florida. He talked about the unserved population of the business community. I know there is a tremendous unserved population in this community. He sees it from the point of view of the small entrepreneur in a rural area, but I think that this ranges all the way from that category up to top management in big business.

There are many major corporations without libraries. The ones that do have them, some make good use of them, but not necessarily all of them. But there is a far greater number of businesses in between there which have no library service in the working aspect of their lives. And these people frequently do not know where to turn for business information.

The other point that he made which relates to this is that I think it makes no difference what the access point is. Many people do not realize that they have access to the special collections that do exist. There is no reason for them to know about it. But there is a reason for the other libraries in the community to know about it, such as the public libraries, the state libraries, the university libraries, and quite often these larger libraries tend to overlook the sources and facilities of the smaller libraries in industry which do have specialized information that they could not possibly -- that they do not have, and therefore are in a much better position to serve this unserved business community, which may make their access through a public, special or a public or an academic library, or the Department of Commerce, in the case of Mr. Wellslager.

THE CHAIRMAN: Are there any questions that you have to ask Ms. Mason?

Chuck.

MR. STEVENS: The last issue of the "Virginia Special Librarian" carries an editorial by the President of that Association, that said that the cooperative movement among Virginia special librarians, which was kicked off to an early start in the fall of this year had not really gotten rolling -- and he was kind of taking the special librarians in Virginia to task for not developing the cooperative networks that apparently they themselves felt could be developed.

I wonder if you would give me your reaction to her comment -- if it is indeed valid, and if it is, what can be done to enhance the cooperation among special librarians there?

What should the National Commission be doing to further the cooperation between special libraries and inter-type libraries?

MS. MASON: Well, there is another issue which you haven't read yet, in which I replied to that letter!

(Laughter.)

Because I felt that the letter was terribly vague, as far as I was concerned, and I felt that our president had spent a good deal of time talking about cooperation but not giving any concrete suggestions about cooperation. And we subsequently had a debate on this subject as a part of a chapter meeting in which he and I were the two participants, and he happens to work in a large library, which is state supported, which has a large staff, which is closely associated with networks and all sorts of large-scale projects. Most of the rest of us work in small libraries that do not have the time or the facilities to develop these plans, but we have an interest in participating in them.

And I feel that it is not up to us to do the initiating on large-scale participation in cooperation, but that we certainly want to be included, and want to participate, once a formal program is going.

One case in point in Virginia is the State Union List of Serials, which has taken quite a while to get off the ground. But the basic philosophy was, "Let's just include the holdings of the large libraries because, after all, they have everything, and why bother with the small special libraries?"

So this puts the small special libraries in the position of having to do their own union list because the big ones don't have everything.

MR. STEVENS: What about the second part of the question then:

What do you think the National Commission should be doing to foster special library cooperation and inter-type library cooperation? What do you think our role ought to be, as far as you are concerned?

MS. MASON: Well, I will fall back, in answering the question -- I am not sure that there is a terribly specific role that the Commission can have in fostering cooperation among small libraries.

I think that the Commission can perhaps influence larger agencies to realize the importance of small collections, and to make them aware of the business population that could be served, and the facilities that are available to them as an institution, that they can fall back on to help serve this population that may come to them.

THE CHAIRMAN: Ms. Mason, in your written testimony, I got the impression that you felt that the present professional library training was not professional enough -- that is, you really wanted a much more superior product turned out, and how that is to be accomplished, I gather, has to do with the length of training and the type of training.

Did I get your message there about the judgement, at any rate, that you were making?

MS. MASON: Yes, I think that, well, from the point of view of special libraries, one characteristic is that many of these people come into the field with no library training. They come in through a very roundabout way, either through working for a corporation where they are suddenly put into a library job or some similar situation, so you have many people without formal library education, but who do have excellent subject backgrounds.

This brings forth a great demand for continuing education projects and continuing education for many of these people.

My feeling about the master's program is that it comes at the wrong time in a person's career. I take exception to any graduate program which will allow someone to go into it who has no background in the field of graduate study, but is starting this as a beginning course. And it seems to me that when you have people coming into a graduate program at this level, you are awarding a master's degree that is basically taught at an undergraduate level. And I think there are many -- I assume that there are a lot of librarians who feel this, but I know that there are vast numbers of the general public who feel this, and I think that this is why the master's degree is not held in the esteem that any other graduate degree is.

It seems to me that the person who has had either some undergraduate background, or who has had some working experience in a library, is in a much better position to get a really good education going to graduate school after they have something on which to build. And by upgrading the entrance requirements of the program, I think you would upgrade the whole level of the program.

Another aspect that I am concerned about is, as I said before, the lack of attention to special libraries -- because, I believe, as Mr. Gonzales pointed out in his testimony, there are now about ten thousand special libraries, which is almost as many as there are public libraries, and yet there is no -- virtually no -- academic training in special librarianship.

So you have many people who come into this kind of a situation who do not have a good academic foundation as a librarian.

You also have people who go into small libraries rather early in their career, who are put into positions of tremendous responsibility at a period early in their career, and if they come out of library school with a rather broad background, but get a little training in management and in the sociology of an organization, so that they understand how a library fits into an overall organization, a lot of these people are not going to go into it, or else their employer is going to be unhappy with the service they are giving.

THE CHAIRMAN: How do the special librarians who come from work where they have no library competence but have technical competence in the field they are doing, how do they get the librarianship? Is it mostly self taught?

MS. MASON: A great deal of it.

THE CHAIRMAN: Or is it really --

MS. MASON: A great deal of it is self taught. It is hit or miss. It is anyway you can get it.

If you happen to live in Virginia, there is no library school, so you don't get it -- unless you do as one of my colleagues did, and take a leave of absence every summer and go to North Carolina and get a degree.

THE CHAIRMAN: Yes.

MS. MASON: Which brings up another very sore subject among Virginia librarians;

Because the state does not have a library school, they have worked out an arrangement whereby if you go to a library school in another state, they will offset the difference between the out-of-state tuition -- but this does not apply to librarians who are employed in private libraries; you must be employed in a state or a city library.

The other way they get their education is through continuing education programs, most of which the special librarians put on themselves.

The state could do a great deal -- or any state, I think, could do a great deal by having in places where there is little educational opportunity at a graduate level, if the state had a coordinator for continuing education projects, I think that the level of these courses and workshops would be much higher than when it is left to those of us who are doing this on the side, to put something together.

MR. STEVENS: I wonder if you want to say anything about government publishing services for special libraries -- Government Printing Office, N. T. I. S., any of the government services you use that affect special libraries' operation -- just something, if there is anything you need to say for the record so that it will be in the consideration of the Commission?

MS. MASON: If the Commission can do anything about the Government Printing Office, that would be worth their very existence. Dealing with them is an experience in total frustration.

THE CHAIRMAN: You mean ordering?

MISS SCOTT: Yes.

MS. MASON: Getting material from them. It is impossible!

I have written to the Government Printer, asking him to consider putting a government bookshop in Richmond, just in hopes that this would expedite some of the problems of getting government material.

But I am sure that any librarian who deals in government documents can give you a series of hairy stories on trying to get them.

MR. STEVENS: I think that the point that I am making by my question is that no one has, and we won't be having another hearing until at least October. So if you wanted to amplify that at all, now is the time.

MS. MASON: Well, I think that the only thing that I can say in amplifying it is that Congress seems to take a dim view of funding G. P. O., so that the problems are not so much in the announcement of the publications, but in the process of procuring them.

The length of time between when you order a document and when it comes in -- if it comes in -- can be up to six months, for a document that you have a copy of in your hand which -- I mean, it is a simple problem of pulling it off the shelf.

The other problem is getting the document that you order. I think that the clerical level at G. P. O. needs to be upgraded.

But as far as other documents, I do not manage a technical library, so I do not get involved in many of the problems that technical librarians would, with government documents.

THE CHAIRMAN: Are there any other questions? If not, thank you, Ms. Mason.

And I want to close this session by thanking all of you people, some of whom came from distant places for this hearing. I want to thank you for your patience and endurance as well as for your contribution.

I think it has been a very successful hearing. Compared to the Chicago and San Francisco hearings, I think that we have had certainly had as wide a range of interests and problems come up.

I think that the members of the Commission will share my view that we are always taken aback and astonished by the range and multiplicity of the problems we are having to contend with in this Commission.

But this hearing, I also think, had a certain added sense of urgency -- and, perhaps, calamity that the others didn't have -- because of the recent announcements concerning L. S. C. A. and other federal programs being terminated.

I think that we are all very acutely aware of the stress that this is causing, and it is not very clear what can be done about it, or how the various cases can be made for doing something about it. But this hearing has certainly brought out an enormous amount of the specific problems that have come from partly the rapidity and certainly, to a great extent, the withdrawal of the federal funds.

But I think, also, the things that we have heard today have had somewhat more emphasis on rural needs and the needs of the disadvantaged than in the other hearings, and altogether I feel that we have had a set of testimony that has complemented and certainly enriched the background of the Commission members.

I am very grateful to all of you. I want again to thank you on behalf of my colleagues here, and to say good-by.

(Whereupon, at 5:30 o'clock, p.m., the hearing was concluded.)